CENTRAL MANAGEMENT GROUP
Raeburn Room, Old College
17 May 2016, 10 am

AGENDA

1	**Minute** To *approve* the minute of the previous meeting held on 12 April 2016.	**A**
2	**Matters Arising** To *raise* any matters arising.	**Verbal**
3	**Principal's Communications** To *receive* an update by the Principal.	**Verbal**

SUBSTANTIVE ITEMS

4	**Planning Round Submissions** To *consider and discuss* the draft planning submissions.	**B**
5	**Strategic Plan Performance Measurement** To *consider* the paper from Deputy Secretary, Strategic Planning	**C**
6	**Community Engagement Strategy** To *consider and endorse* the paper from the Head of External Affairs/Assistant Principal Community Relations	**D**
7	**Student Recruitment Strategy** To *consider and endorse* the paper from Director of Student Recruitment and Admissions	**E**
8	**Finance Directors Update** To *consider and comment* on updates by the Director of Finance.	**F**
9	**University Risk Register 2016-17** To *consider* the draft University Risk Register by the Director of Corporate Services	**G**
10	**Enterprise Risk Management Review** To *consider and discuss* the review.	**H**
11	**Lad Culture** To *consider and discuss* the paper from the Deputy Secretary (Student Experience)	**I**
12	**Pay Negotiations** To *receive* an update from the Director of Human Resources	**Verbal**

13	**Plans for semester 1 timetabling** To *receive* an update from Deputy Secretary (Student Experience) or Chief Information Officer	**Verbal**
14	**Any Other Business** To *consider* any other matters by CMG members.	**Verbal**

ITEMS FOR NOTING OR FORMAL APPROVAL

15	**Remove the Codes of Practice on the Abuse of Alcohol/Drugs by Students** To *approve.*	**J**
16	**Proposals for Chair Establishment and Changes** To *approve.*	**K1** **K2**
17	**Fees Strategy Group** To *approve.*	**L**
18	**Principal's Strategy Group** To *note*.	**M**
19	**Date of next meeting** Tuesday, 14 June 2016 at 10.00 am in Raeburn Room, Old College.	

CENTRAL MANAGEMENT GROUP

12 April 2016

Minute

Present:	Vice-Principal Professor Jonathan Seckl (Convener)
	Vice-Principal Professor Chris Breward
	Vice-Principal Professor Dorothy Miell
	Vice-Principal Professor Jane Norman
	Vice-Principal Professor James Smith
	Vice-Principal Mr Chris Cox
	Ms Sarah Smith, University Secretary
	Mr Hugh Edmiston, Director of Corporate Services
	Mr Gavin McLachlan, Chief Information Officer
	Mr Phil McNaull, Director of Finance
	Mr Gary Jebb, Director of Estates
	Ms Tracey Slaven, Deputy Secretary, Strategic Planning
In attendance:	Professor Andy Mount, on behalf of Vice-Principal Professor Yellowlees
	Dr Catherine Elliott, on behalf of Vice-Principal Professor Sir John Savill
	Mr Gavin Douglas, Deputy Secretary, Student Experience
	Mr Dave Gorman, Director of Social Responsibility and Sustainability
	Professor Charlotte Clarke, Head of School of Health in Social Science
	Mr Brian MacGregor, Director of User Services Division
	Ms Kirstie Graham, Deputy Head of Court Services
Apologies:	The Principal
	Senior Vice-Principal Professor Charlie Jeffery
	Vice-Principal Professor Mary Bownes
	Vice-Principal Professor Jeff Haywood
	Vice-Principal Professor Richard Kenway
	Vice-Principal Professor Andrew Morris
	Vice-Principal Professor Sir John Savill
	Vice-Principal Professor Sarah Welburn
	Vice-Principal Professor Lesley Yellowlees
	Ms Zoe Lewandowski, Director of Human Resources
	Dr Ian Conn, Director of Communications and Marketing
	Ms Leigh Chalmers, Director of Legal Services

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

The Minute of the meeting held on 1 March 2016 was approved.

2   Matters Arising

It was reported that the outcomes from the teaching space review agreed at the last meeting were being taken forward, with plans to be

progressed via a reshaped Space Enhancement and Management Group.

It was reported that Vice-Principal Professor Jane Norman was convening a group to review the University's disability services. During discussion it was suggested that the review consider arrangements to support both staff and students and aim to identify immediate actions as well as longer term considerations.

3 Principal's Communications

Vice-Principal Jonathan Seckl, on behalf of the Principal, reported on the following: thanks to staff for their forbearance during the recent occupation and demonstrations at Charles Stewart House and Old College; thanks to Charles Hill in Corporate Services and team for being able to offer 4000 places this week to Edinburgh City Council for school children displaced as a result of school building safety concerns; the successful International Science Festival, with thanks to staff and students for their contributions; the University's success in securing £16m from the MasterCard Foundation for scholarships for African students; the current review into semester times; that graduate entry discussions with SFC are currently paused; the University has been awarded 8 advanced ERC awards, its largest number ever and was currently shortlisted for 4 Wellcome Centres.

SUBSTANTIVE ITEMS

4 Draft Planning Round Submissions   Paper B

CMG considered an overview of the draft plans, noting the current uncertainty in the external funding environment and the challenges due to funding reductions, mitigated to an extent by successful intervention by the Principal in relation to research funding.

The draft plans had been presented to Policy and Resources Committee and the message was that efficiencies were expected to enable investment in income growth to contribute to an acceptable level of surplus for long term financial sustainability.

CMG noted that budget holders were currently revising the plans and there had been positive engagement through the planning round discussions with transformational projects planned in estates, agriculture, IT and other areas that should have long term benefits for the University. There was discussion of the importance of linking growth with infrastructure investment in order to capacity plan. Roundtable discussions by Vice-Principals were identified as a useful part of the planning process.

Revised plans, reflecting feedback from PRC, PSG and CMG will be considered at the 17 May 2016 Central Management Group and 6

June 2016 PRC meetings before presentation to Court on 20 June 2016 for approval.

| 5 | **Predictive Analytics** | **Paper C** |

CMG considered Predictive Analytics and whether it may be an appropriate tool to understand and improve student satisfaction, with particular focus on the Edinburgh Student Experience Survey (ESES) and the National Student Survey (NSS) outcomes. There was discussion of the ethical use of student data and the appropriateness of ESES data as a pilot programme due to the volume and quality of the data collected.

CMG noted that this could be a sensitive area for students and the student body would need to be engaged and able to contribute to shaping the project. Noting this, whilst Predictive Analytics may be worth considering, further consideration should be given as to whether student satisfaction was an appropriate pilot, how this could be handled sensitively, taking into account the current work in this area being led by the Senior Vice-Principal and whether a different area should be considered as a pilot.

| 6 | **Worktribe Research Management System Update** | **Paper D** |

CMG was reminded that the implementation of Worktribe Research Management System was to enable the devolved costing of research grant applications to Schools and Researchers. At its meeting on 1 September 2015, CMG considered the issue of access to salary information and requested this was reviewed prior to go live.

The paper outlined significantly strengthened controls around accessing salary data, including a mandatory training programme; the need for authorisation from the user's Head of School; restrictions on the number of salary records transferred to Worktribe; and robust reporting including exception reports to identify users accessing salary costing details.

CMG endorsed the additional controls outlined in the paper, which appropriately balanced compliance with data protection legislation with the benefits of devolved costing and suggested that the exception reports be reviewed after an appropriate implementation period to provide reassurance on the robustness of the controls.

| 7 | **Sustainable Travel Advice** | **Paper E** |

CMG considered information and advice, including a proposed communication plan, to inform sustainable travel choices. It was clarified that this was intended to be advice and not guidance that may encourage consideration of alternative transport methods or use of technological alternatives, where appropriate.

There was discussion of the tension between discouraging air travel and the University's global role and the importance of fostering relationships, in the UK and overseas, which often benefited from personal interaction.

Members welcomed the factual information that may influence decision making but felt some of the suggestions were inappropriate and may detract from the core message of advice rather than guidance.   It was felt that more information on technological alternatives and how to access them could support behaviour change.

It was agreed that there should be further consideration of the style and content on the advice, to strengthen the factual information and provide more useful pointers on how to access technological alternatives.

8   **Finance Directors Update**   **Paper F**

The Director of Finance spoke to the latest financial update, noting that the balance between academic and support staff is moving more to academic staff, in line with long term income growth plans; work was ongoing to address the SBS pension deficit; the Scottish University Finance Directors Group was considering financial sustainability metrics based on Edinburgh's example; the Audit Scotland report was expected to be published in late June/July.

The Deputy Secretary Strategic Planning provided a positive update on recruitment to date, noting that undergraduate applications had increased by nearly 4% against a sector average fall of 1.7%, postgraduate applications from the UK and EU had increased by over 20%, international PG applications had also increased with a 17% increase from India, and distance learning applications had increased by 45% on this point last year. Members commended this positive picture.

9   **Procurement Law Update**   **Paper G**

CMG noted changes to procurement legislation and that the Procurement Risk Management Executives (PRiME) group previously agreed by CMG was briefed on the detail for implementation to ensure legislative compliance.

10   **Health and Safety Quarter 2 Report**   **Paper H**

CMG noted the summary of health and safety related incidents during the period 1 December 2015 to 29 February 2016 and relevant health and safety issues and developments. Members noted that HSE Fee For Intervention (FFI) invoices (currently suspended) and legal costs relating to the HSE occupational asthma interventions were currently

being met from the corporate Health and Safety Department's budget and it would be necessary, at an appropriate juncture, to discuss appropriate apportioning of costs. The sums involved would not become clear until the HSE intervention finally comes to a close.

11   Service Excellence Programme   Paper I

CMG noted the key bullet points and the latest programme plan for the Service Excellence Programme, which was set up to review and promote service excellence across professional services in the University to ensure it was delivering the best from the sum of the parts across the devolved structure. The Service Excellence Programme Board, chaired by the University Secretary, reported to CMG and included representation from academic and professional staff across the University. It was noted that the focus was achieving greater effectiveness and was not driven by the need for efficiency savings, but rather seeking ways to redeploy resources to add value and provide better services to support the University in achieving its strategic goals.

12   CMG Review   Tabled

Over the summer, there had been a series of one to one discussions with CMG members and attendees to discuss what they feel CMG is doing well and any areas for improvement. The outcome of the review had been slightly delayed as a result of work on PSG membership and attendance. A paper was tabled in order to be able to reflect any comments from PSG where it was discussed on Friday. PSG was content with the proposed direction of travel.

The review outcome was broadly positive, with CMG considered to provide a useful and necessary role, with some suggestions emerging. These included strengthening the communication role through an explicit remit for Communications and Marketing; further consideration on how to monitor and manage performance; and increased membership from Heads of School to strengthen the link between learning and teaching and operational management. Taking account of the recent opening up of PSG to Vice-Principals and the desire to expand CMG membership to include more Heads of School, it was suggested that Vice-Principals no longer be formal members of CMG, although they would continue to receive all papers and were welcome to attend any meeting. The roundtable meetings as part of the planning round were an opportunity for Vice-Principals with cross University remits to share ideas and engage with staff with budgetary responsibilities. CMG were supportive of the proposed changes and it was agreed to circulate the tabled paper to Vice-Principals not present for comment.

ITEMS FOR NOTING OR FORMAL APPROVAL

13   Fees Strategy Group   Paper J

CMG approved the tuition fee proposals set out in the paper.

14   Principal's Strategy Group   Paper K

The report was noted

15   Any Other Business

The Convener advised that it was essential to ensure all published output was open access in PURE in order for it to be considered for the next Research Excellence Framework and that PSG had agreed there would be a light touch 'mock REF' to ensure that all outputs were returnable.

16   Date of next meeting

The next meeting will be held on Tuesday, 17 May 2016 at 10.00 am in Raeburn Room, Old College.

CENTRAL MANAGEMENT GROUP

Business Planning Round – 2016-19

17 May 2016

Description of paper
1. The planning round paper presents a first view of the final draft plans as submitted by the budget holders, relevant feedback from PRC and the Thematic Vice-Principals and an initial summary of the revenue surplus and investment bids (Appendices 1 and 2).

Action requested
2. CMG is asked to consider the plans (with due regard to the feedback from PRC and the Thematic Vice-Principals) for strategic integrity, and to highlight areas where further work may be required.

Recommendation
3. CMG is recommended to provide any additional guidance for the finalisation of the business plans.

Paragraphs 4 – 12 have been removed as exempt from release due to FOI.

Resource implications
13. The purpose of this paper is to support strategic decisions on resource allocation.

Risk Management
14. The key risk identified during the Business Planning round is the potential for the reduction in external funding and an emphasis on efficiency to trigger conservative decision-making behaviour.   It is essential that the University maintain a positive focus on diversification of income sources and growth to ensure we sustain our improvements in research and teaching excellence and international reputation.

15. Each College and Support Groups will develop their risk registers which will flow into the University's overall risk register which is managed by the Risk Committee.

Equality & Diversity
16. Equality is considered within the plans of the individual budget holders. No EIA is considered necessary.

Next steps/implications
17. Following discussions at CMG and the 23 May PSG budget holders may be asked to finesse their final plans before GaSP presents the final plans and investment bids for endorsement by PRC on 6 June and presentation to 20 June 2016 Court for approval.

Further information
18. Further information can be obtained from Tracey Slaven (50-2132; Tracey.Slaven@ed.ac.uk) or Peter Phillips (50-8139; Peter.Phillips@ed.ac.uk).

19. *Authors*   <u>Presenter</u>
    Tracey Slaven, Deputy Secretary Strategic Planning   Tracey Slaven
    Jonathan Seckl, VP Resources and Research Policy
    Phil McNaull, Director of Finance
    10 May 2016

Freedom of Information
20. The paper is closed until the completion of the business planning round.

CENTRAL MANAGEMENT GROUP

17 May 2016

Strategic Plan 2016-21: Measuring success

Description of paper
1.   The Strategic Plan 2016-21 will be presented to Court on 20 June 2016. In taking forward the development of the strategic plan we have been conscious of the need to assess our progress against the plan, to recognise that the nature of contribution to the plan can vary across the university and to distinguish between "strategic" and "management" performance indicators. This paper describes the shape of the proposed framework.

Action requested/Recommendation
2.   CMG is asked to approve the proposed framework.

Background and Context
Strategic Plan 2016-21 development
3.   Central Management Group discussed the development of the new Strategic Plan in June and November 2015 and considered an early draft plan in February 2016. The draft plan was consulted on with all staff and students between February and March 2016 and the next draft, based on these comments, is being prepared in time for the 23 May Principal's Strategy Group. We will present the final draft to CMG in June.

Current Strategic Plan Progress Report
4.   The 2012-16 Strategic Plan KPIs and targets are monitored and reported to CMG, Policy and Resources Committee and Court annually in the October-December committee cycle. The three groups/committees receive the same report, which reports on 45 measures, split between KPIs and targets. Broadly, KPIs were intended to allow longer-term monitoring of trends without necessarily having a target set against them, while targets were intended to drive a change in performance and had a specific associated numeric increase or decrease. In practice, that distinction has not been well understood and in many areas, things which are considered 'key' to the university's performance were not included in this framework.

Performance Measurement Framework
5.   Feedback from colleagues and Court Members on the current strategic plan monitoring process has suggested that there is some confusion between strategic performance indicators and management measures and a lack of clarity about the balance of responsibility/ability to deliver against specific targets at school level. This has been evidenced in the addition of new KPIs into the Court report and a lack of traction around some targets, such as 'PhD per academic member of staff'.

6.   We hope to address these issues by explicitly building a multi-level "contribution" framework which differentiates between a strategic basket of measures monitored by Court (annually), a management dashboard monitored by CMG (3-4 times per year)

and the identification of "contribution" activities by schools and support units that can be integrated into the annual business planning process.

7.   We would also intend to report performance via web-pages allowing the presentation of case studies to demonstrate "impact" as well as performance against specific numeric performance indicators and individual deliverables (e.g. achievement of Athena Swan or Race Charter awards).

Monitoring strategic performance & measuring success: A contribution 'pathway'?
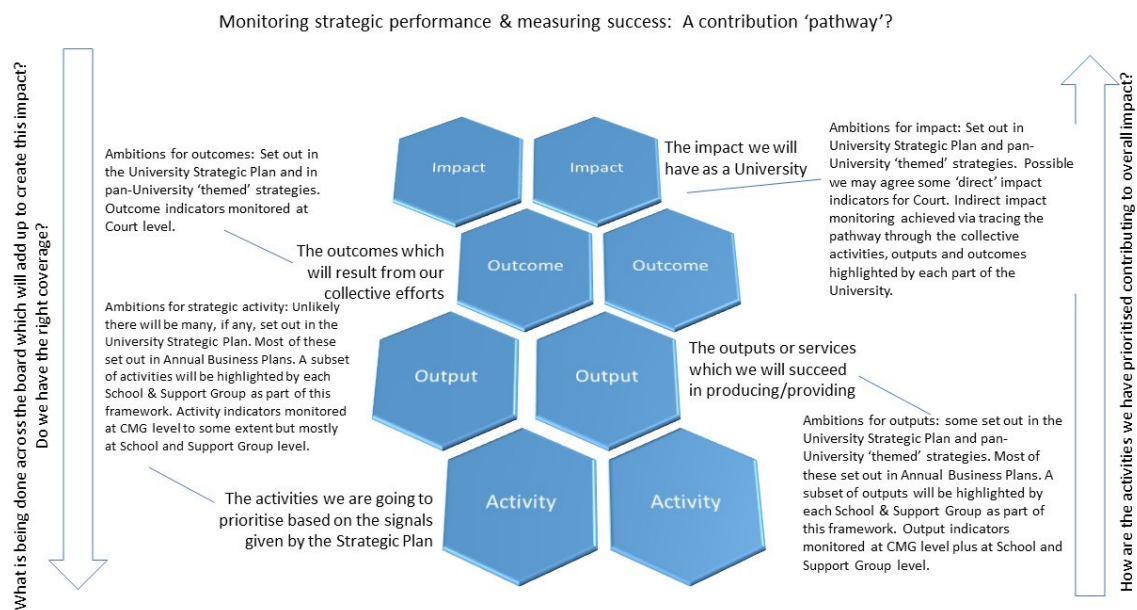
8.   The following outlines a hypothetical example of how this could work in practice in relation to measures for Research.   The report to Court would focus on Outcome measures (Research Power/Reputation) and selected Outputs (Growth in Industrial Research Income) while the CMG report would look at a wider range of Outputs (Industry Income and PhD student measure) and track key activity performance (Applications, Offers, Entrants) relevant to the current point in the cycle.

9.   To arrive at appropriate goals and milestones, Governance and Strategic Planning would operate an iterative process. Working with schools and support groups we will identify what is achievable within certain areas of the strategy. This will allow appropriate ownership of the targets set, increasing the likelihood that these will be achievable and achieved. However, strategic level oversight will still be required to ensure that these targets are sufficiently ambitious.
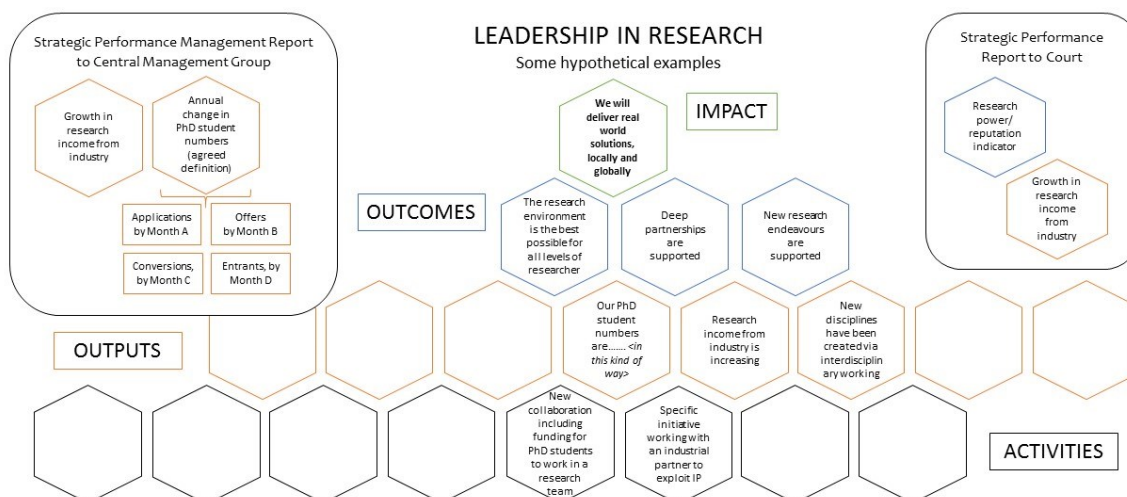
Link to Central Management Group review
10. The proposed framework will dovetail with the reshaping of CMG from August 2016 discussed at the April 2016 meeting.

11. CMG already receives various reports on performance against parts of our operations and strategy, such as the regular Finance Directors Report, the quarterly People Committee report and the annual Equality and Diversity Monitoring (EDMARC) report. The new framework gives us an opportunity to identify the connections between these reports and our operational delivery against our strategic plan. It would not necessarily replace these types of reporting but would integrate these in a much clearer way than is possible with the existing strategic plan KPI reporting.

Resource implications
12. Where possible, the measures of progress and success used in the framework (whether quantitative or qualitative) will draw on those already developed by the appropriate, specialist areas. Where completely new measures need to be developed, these will draw on our existing data sources via the use of our existing tools for reporting and analysis. As we develop the framework we may discover that we need to monitor things which require information we do not currently collect or which it is very resource intensive to extract and/or analyse appropriately. Additional time may be required to fully complete these aspects.

Risk Management
13. Performance measurement is essential in allowing the university to monitor its exposure to various risks. Measures reported to Court will focus on those that are highest risk for the university.

Equality & Diversity
14. As part of the performance measurement framework, the University will be able to monitor its performance against a variety of issues relating to Equality, Diversity and Inclusion.

Next steps/implications
15. Governance and Strategic Planning will finalise the text and publication arrangements for the strategic plan. In parallel, we will begin discussions with

academic and support groups to identify measures that we can use to monitor progress against the plan. This bulk of this work will take place between July and October 2016, with the aim of agreeing the final framework in the CMG, PRC and Court committee cycle in October/November 2016.

Consultation
16. Principal's Strategy Group considered the framework outlined in this paper on 29 April 2016 and recommended that we implement it.

Further information
17. *Author*   *Presenter*
    Pauline Jones   Tracey Slaven
    Governance and Strategic   Deputy Secretary Strategic Planning
    Planning
    3 May 2016

Freedom of Information
18. This paper is open.

THE UNIVERSITY *of* EDINBURGH

CENTRAL MANAGEMENT GROUP

17 May 2016

Draft Community Engagement Strategy

Description of paper
1.   This paper outlines a Strategy for Community Engagement across the University. The draft Community Engagement Strategy 2016-18 (attached) is based on an audit of University activity in the community as at 2014 (available from Moira Gibson on request) and on extensive consultation across the University and with local groups.

Action requested
2.   The Committee is asked to discuss the paper and approve it.

Background and context
3.   The University's 2009 Community Relations Plan requires to be updated. There is an increasing need, reputationally and politically, for the University to be able to demonstrate how it contributes to the communities within which it is located, and to work in partnership locally. This Strategy addresses these challenges. Importantly, it also chimes with at least one of the four key development themes in our institution's forthcoming Strategic Plan 2016-21, ie Contributing Locally.

Discussion
4.   The University of Edinburgh was established by the townspeople in 1583 and is physically embedded in much of the city centre. It is not only part of the history and geography of the city, but a vital part of its educational, economic, social, cultural and international frameworks. We have a historic debt to the citizens, and the past and future of town and gown are symbiotically linked.

5.   Community relations in certain parts of Edinburgh have recently been somewhat strained because of concerns that growing student numbers are creating unsustainable communities. During consultations, it became clear that there was an imperfect understanding of the University's activities and aspirations, and of the contribution the University makes to the city. Equally, the University had been insufficiently alert to the anxieties of local people.

6.   This impression was recently strengthened by a survey on local perceptions of the University. Results indicated that while over 70% of local people are proud of a world-class university in their city, and over 90% believe we are an asset to the city, 66% don't understand what we are or what we do, and 65% have never interacted with us in any way. It is clear that, in order to build local support, relationships and communications should be strengthened and sustained.

7.   Elsewhere in the UK, the political (and therefore funding) climate has clarified expectations that universities will play a significant role in supporting economic development in city-regions and make a major contribution to civic and community life. This was most notably demonstrated in the 2013 Witty Report commissioned by BIS which recommended this goal as a Third Mission for universities, alongside

Research and Education – a view which may gain traction amongst Scottish politicians, particularly in light of a potential City Deal. As the 'impact agenda' becomes a feature of research and other funding, universities' economic and ancillary activity within city-regions may become a factor in reporting to government and funding agencies.

8.   It is likely, therefore, that the University will wish to demonstrate how it delivers on this agenda. In this respect, we have much to be proud of, but we also have an incomplete understanding of the extent of our community engagement and relationships and plenty of scope to co-ordinate, strengthen and communicate our activities and their benefits.

9.   It is part of our current Mission Statement to make a 'significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural wellbeing'. In the same way that internationalisation has become firmly embedded in the University's activities, it is crucial to recognise the importance of 'taking care of our own back yard'.

10. The benefits of resourcing and implementing a more strategic approach to Community Engagement could be:
-   creating local and political goodwill and support for the University;
-   strengthening relationships between town and gown, university and nation;
-   enhancing the quality of life for citizens thereby making a place that is more attractive and welcoming to staff and students;
-   creating wider opportunities for research, knowledge exchange and experiential learning;
-   developing greater capacity amongst staff and recognition of their work;
-   future-proofing, should this sphere of activity feature in reporting requirements;
-   supporting funding applications by demonstrating community benefit.

Resource implications
11. Certain elements of this Strategy can be implemented using existing staff resources, including the Assistant Principal Community Relations, the Institute of Academic Development, the Head of External Relations and the Department of Social Responsibility and Sustainability, working in collaboration with EUSA and EUSU. However, additional resources will need to be considered in order to deliver important components of the Strategy, ie:
-   a Community Engagement Co-ordinator to track and link university-wide activity,
    particularly for the Learning City programme;
-   support for new communications initiatives including a dedicated part of the institutional website, associated e-newsletter and leaflet;
-   £50,000 for a 'small grants' scheme to support civic and community projects – a smaller pilot scheme could be conducted to evaluate interest and effectiveness.

12. If resources are unavailable, these requests will be discussed with Directors of CAM and SRS and via future submissions to the Planning Round.

Risk Management

13. There are reputational and political risks in failing to implement a strategic approach to community engagement. As has happened in England, it is likely that there will be increasing political pressure for universities to demonstrate their support for and value to their local communities. There is benefit to the University in building local support for and goodwill towards our activities and our ambitions.

Equality & Diversity

14. A strategic approach to Community Engagement will enhance equality and diversity across the city and our communities. It will not impair equality and diversity internally.

Next steps/implications

15. The Assistant Principal Community Relations will oversee the implementation of the Strategy, working with colleagues and partners as appropriate, and taking into account the new Strategic Plan, and the strategies for Social Responsibility and Sustainability, and for Learning and Teaching.

Consultation

16. There has been widespread consultation with colleagues across the University over the past two years, culminating in a Workshop last autumn at which most of those active in community engagement were present, including EUSA. More recently, there has been consultation on this paper with the Director of Social Responsibility and Sustainability, with the Senior Vice-Principal and with the Assistant Principal Community Relations.

Further information

17. *Author*   *Presenter*
   Moira Gibson   Moira Gibson and
   Head of External Affairs   Prof Lesley McAra,
   Communications & Marketing   Assistant Principal Community
                                                  Relations

   April 2016

Freedom of Information

18. This is an open paper.

COMMUNITY ENGAGEMENT STRATEGY 2016-18 - FINAL DRAFT
Enhancing the University's engagement with its communities

The University of Edinburgh's Mission includes an aim to make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural wellbeing.

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University of Edinburgh Strategic Plan 2012-16

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1. BACKGROUND

The University of Edinburgh contains and is part of many communities: global, academic, research, student, alumni, local, business and more. We were founded by Edinburgh's Town Council in 1583 as the *Tounis College* and, as the oldest university in the English-speaking world to be established as a civic foundation, we give special importance to engagement with our city and communities. We are very proud of our position not only as part of the physical and social fabric of the city but also our role as neighbour, educator, advisor, employer and cultural contributor.

The mission statement laid out within our Strategic Plan 2012-16 clearly identifies our commitment 'to make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural wellbeing'. We already deliver on this promise at local level but we seek to work with others to play a more strategic role in strengthening the capacity and ability of both city and university to forge a strong and vibrant future.

We know that the University of Edinburgh brings major educational, economic, social, cultural and international benefits to the city and the region. We also know that the setting of our university in a beautiful, vibrant and safe capital city is as important as our academic reputation in attracting undergraduates to study here. With over 25,000 students, 12,000 staff and many alumni living locally, we form a significant proportion of the community we serve. The fortunes of both town and gown are thus inextricably linked.

A recent survey* shows that 90% of citizens believe we are an asset to the city, and 77% believe we serve the city as a whole, not only staff and students. However, 66% do not fully understand what we do, and 65% have never used our services or facilities. It is clear, therefore, that there is a significant opportunity to enhance our outreach and engagement with citizens and communities.

The audit of University activity conducted in 2014 outlines the many ways in which we already interact with our communities. This Strategy seeks to build on that foundation by developing a dialogue with the city and partners in our local communities to find ways of working together to strengthen this historic and symbiotic relationship for the benefit of all.

* *Progressive: Perceptions of the University of Edinburgh, October 2015*

2. ENGAGEMENT AT THE UNIVERSITY OF EDINBURGH

The University, within its Strategic Plan, is committed to and undertakes a wide range of engagement, locally, nationally and globally. Several areas operate within their own agreed strategy and some of these have an impact in the local community. This Community Engagement Strategy seeks to complement existing frameworks:

- Public engagement focuses on the dissemination of research findings to a wide range of audiences through channels such as publications, traditional and social media, café discussions, public lectures, policy advice, exhibitions, stand-up comedy, documentary films and festival workshops. Memorandums of Understanding between the University and several national institutions have cemented existing links and fostered new ones. The Beltane project co-ordinates this work across all Edinburgh's universities and there is overlap between public and community engagement.

- Engagement with schools is often related to student recruitment, including widening participation, seeking to raise aspiration and attainment in primary and secondary schools. Staff visit schools and pupils and teachers are invited onto campus for Open Days and special events. Additional in-school activities encompass science workshops, student teaching modules, student volunteering (eg sports, languages), study-related work (eg formal teacher-training, music in the community), and staff volunteering eg giving talks about their discipline or serving on School Parent Councils.

- Economic and business engagement spans a wide array of interactions from the Entrepreneurs Club in the Business School to the work of Knowledge Exchange Officers and Business Development Officers within Schools and Departments to the links the Careers Service has with local, national and international employers. Edinburgh Research and Innovation, with its focus on commercialisation of research, consultancy and science parks, has very strong business and economic links. The University is member of the Edinburgh Business Forum and is committed to procurement from local suppliers where possible.

- Engagement with alumni at home and with individuals and international chapters abroad is managed by the Development and Alumni department through a range of communication tools, including Edit magazine and social media. Face-to-face events include biennial meetings in Edinburgh of the General Council, alumni weekends, reunions, talks, receptions and fundraising drives.

- International engagement is conducted primarily through the International Office which not only recruits and looks after over 14,000 international students, but manages four overseas offices (Beijing, Mumbai, Santiago, New York City), oversees Global Academies, encourages home students to study abroad, and much more. It works to create links between international students and their host community through initiatives such as the Gather Festival and International Hospitality Scheme.

- Parliamentary engagement is carried out at a range of levels, with the Principal and senior staff meeting regularly with key Ministers and civil servants at Scottish and UK levels, supported by staff offering briefings for debates, motions, parliamentary questions and responses to enquiries and FOI requests. The University holds debates, seminars, conferences and receptions. Our public engagement and knowledge exchange networks also work with parliamentarians and their staff to ensure that evidence and research inform responsible policy-making.

- Civic and community engagement sees extensive local activity, some of which is listed above. University staff work with officials at the City of Edinburgh Council and Midlothian Council on planning issues, and there are many other connections relating to the training of our students, eg teacher training in local schools. More recently, we have been closely involved with six local authorities in the city region in developing the bid for a City Deal.

  Staff and students interact with local communities in very many ways, not least as citizens themselves, but also through activities in schools, provision of sports facilities and cultural venues, short courses and summer schools, participation in festivals, volunteering and fundraising, the free legal and veterinary services, and much more.
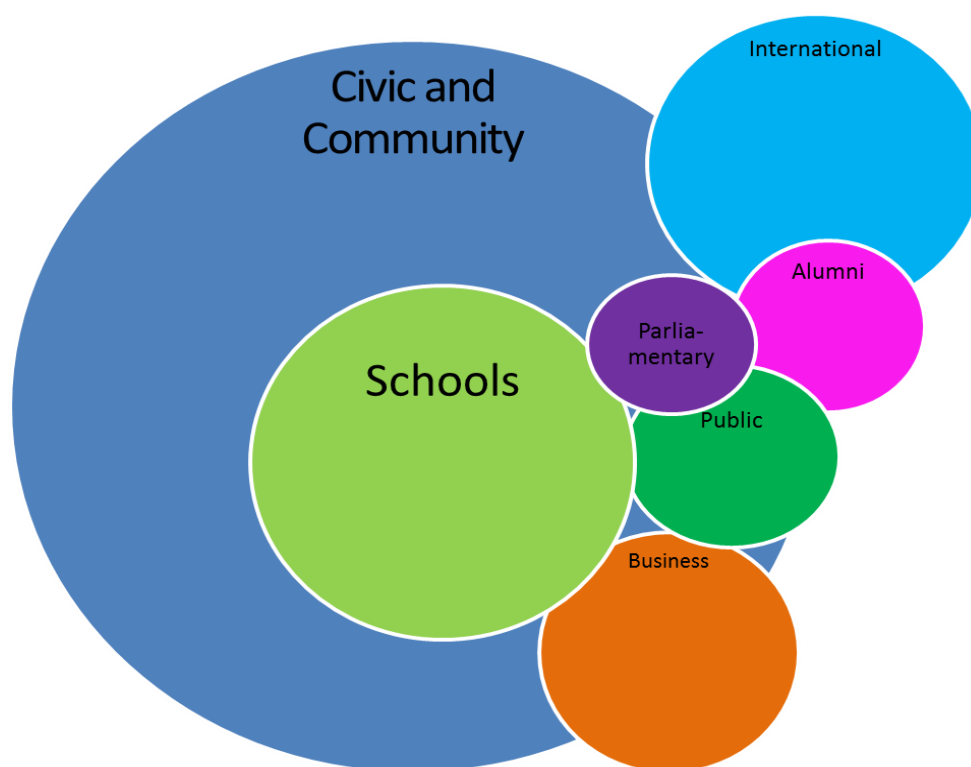
Fig 1: many kinds of University engagement take place in our local communities

3.   COMMUNITY ENGAGEMENT: SETTING THE SCENE

The University of Edinburgh is a vitally important part of the communities of Edinburgh and Midlothian. We are a key driver of their economies, with additional economic impact across Scotland. We are the third largest employer in Edinburgh, with over 13,000 staff, supporting a further 10,000 jobs and delivering £1.2bn GVA (gross value added). In Midlothian, we support over 1,000 jobs and £61.6m GVA. In addition, our research and knowledge exchange activities are important in supporting R&D in businesses in the city, offering facilities such as science parks and business incubators, creating start-up and spin-out companies, enhancing tourism and attracting inward investment.

In educational terms, the University not only delivers undergraduate and postgraduate degree programmes, but comprehensive lifelong learning opportunities which range from access courses to philosophy, languages, and art and design to Continuous Professional Development and online learning opportunities. This is complemented by outreach and workshops in schools, public events and lectures, and participation by staff and students in the city's many festivals.

Socially and culturally, we make a significant contribution to the quality of life in Edinburgh through staff and student volunteering and fundraising for local good causes; by sharing our museums, galleries and collections through a year-round programme of events, exhibitions, concerts and lectures; through outreach via initiatives such as the Free Legal Advice Clinic and the vets' care for the pets of homeless people; and by sharing our sports, arts and science facilities and expertise. Our international staff and students play a significant role in much of this enrichment activity and their presence in the city augments its diversity, its cosmopolitan feel and global outlook.

While it is incontrovertible that the city's prosperity is important in attracting new students and staff as well as inward investors and employers, and imperative that Edinburgh should remain a safe and attractive place in which to study, work, live and visit, we must also recognise that measuring success in terms of economic metrics only does not capture the whole picture. The value of community goodwill towards the University is incalculable.

Around 58,000 students from four universities live in the city of Edinburgh, approximately half of whom attend the University of Edinburgh. The way in which students and residents interact, as good neighbours and responsible citizens, is of great importance in ensuring community safety and cohesion. The University is supportive of the need to maintain balanced and sustainable communities in the city and will seek to build stronger links and a deeper understanding of the needs and concerns of all parties.

On a more strategic level, civic relationships between the University of Edinburgh and the Council which founded it deserve to be strengthened through more regular dialogue at senior level. Good relationships between individuals and departments at the University and in local authorities are valued and valuable, but there is an opportunity to build a stronger partnership which could offer a more co-ordinated approach to address wider and bigger issues in our communities such as education or health and wellbeing. Ensuring that all partners are aware of and supportive of each other's activities and ambitions will offer a firmer foundation for planning and progress.

4. DEVELOPING, HARNESSING AND STRENGTHENING RELATIONSHIPS

Good relationships between the University and external bodies, including local authorities, communities, businesses and voluntary groups, are crucial to engendering trust and creating mutual understanding.

It is particularly important that civic engagement between the University and local authorities is embraced by the respective senior management teams in order that regular meetings can take into account the wishes, needs and concerns of the city and communities within which we are located when considering how best to achieve our strategic aims. These meetings could also review strategic issues where there might be mutual benefit in formulating deliverable solutions.

The University is also home to an immense knowledge base which could be of value in addressing many of the challenges which face cities and communities. An example of this is the work of the Edinburgh Centre for Carbon Innovation, which is working with the City of Edinburgh Council on low carbon initiatives, and the work of the College of Medicine and Veterinary Medicine which supports the National Health Service in improving the health and wellbeing of local people and their pets.

At present, relationships are often generated and owned by individuals. This is both a strength and a weakness: individuals are empowered to make links unencumbered by bureaucracy but, as far as the University is concerned, these relationships and their history may be lost when the individual moves on.

In order to build a more sustainable network of association, we wish to put in place a user-friendly database which regularly maps and captures this web of connections. The aim is not to manage relationships but to gain a wider perspective on institutional interactions so that synergies and gaps can be identified and opportunities optimised. In particular, as experiential learning becomes an integral feature of curricula, an appropriately tailored database will prove to be a very valuable resource.

It is also crucial to work closely with EUSA, its societies and EUSU to understand more fully how our students engage externally and to seek to include, where appropriate, their data. Joint working is reputationally important because many of those not directly involved with the University do not distinguish between the 'official' institution of the University and the student body, seeing them both as 'the University of Edinburgh'.

Increased understanding of current and proposed activity would also allow identification of opportunities to co-ordinate certain types of initiative in order to provide greater support for staff and students involved in delivering them, for example engagement with schools. It would also supply an evidence base for developing discussions with key partners about delivery of projects and initiatives on a more strategic and sustainable basis.

There is enormous potential in the University harnessing and strengthening its current relationships and in developing new ones. It would yield opportunities to listen, consult, inform and partner as well as to ask for help and cross-fertilise opportunity. Key to successful relationships is communication and, with a better knowledge of our network and reach, we could ensure that appropriate channels of communication are established, targeted and evaluated *(see Aim 3)*.

We are increasingly aware that, as the University has grown in recent years, its impact on its environs and communities has also intensified. Pressures of space within a small city which is also a World Heritage Site present special challenges, particularly in the sphere of estate development and student accommodation where both city and University agree that maintaining sustainable and balanced

communities is necessary for personal wellbeing and social cohesion. Students seek affordable accommodation of a decent standard and communities, while welcoming students, do not wish to feel overwhelmed by them.

In order to build stronger relationships between students and their communities, we will seek to enhance Good Neighbour initiatives, supporting students living in the community to play productive roles as citizens and neighbours. We will seek to build on the successful Community Guide, jointly produced by staff and students, and to work with EUSA, the Council and the Police to develop better education for students about community and personal safety, the obligations of communal and tenemental living, waste disposal and recycling, opportunities to take an active part in community life and all-round citizenship.

It is important that the University's relations with Councillors and communities do not become defined by planning and studentification issues. In order to broaden out the range of interactions, we will work to support programmes which reach out to the community by assisting and recognising staff volunteering, by strengthening our Friends initiatives, by supporting community fundraising schemes and outreach, and investigating ways in which we can develop more opportunities to share our facilities.

The University has also signed up to a number of socially responsible schemes, including the Scottish Business Pledge and the Edinburgh Guarantee, both of which commit us to helping local people. The establishment of a 'small grants' scheme for community projects will demonstrate the University's commitment to the potential of joint working.

AIM 1: TO BUILD AND STRENGTHEN RELATIONSHIPS BETWEEN THE UNIVERSITY, THE CITY AND OUR COMMUNITIES

How we will achieve our aim:

- **hold regular high level meetings between the University of Edinburgh and the City of Edinburgh and Midlothian Councils to explore issues of common strategic interest and mutual benefit**
- **meet regularly with local Councillors and neighbourhood and community groups to build positive relationships**
- **enhance support for students' awareness of positive practice as good neighbours and citizens**
- **strengthen relationships with external partners by developing an improved mechanism for capturing and collating engagement between them and the University and EUSA/EUSU, including outreach through volunteering and student societies**
- **identify opportunities to share facilities with the community eg sports facilities, meeting rooms, green space, equipment**
- **establish and promote a 'small grants' scheme to support local community projects**
- **support staff volunteering: identify, collate, publicise opportunities**
- **support the Edinburgh Guarantee scheme (hiring local school leavers as apprentices, technicians, clerical support)**
- **explore the potential for greater community support for Collections and further 'Friends' schemes**

5. WORKING WITH COMMUNITIES THROUGH RESEARCH, TEACHING AND LEARNING

Many of our staff, both academic and professional, and our students work and study within local communities whether on teaching or research projects, or through processes such as planning and procurement.

Particularly amongst academic staff involved in community engagement, there is support for establishing a community of practice which would allow them to share knowledge, experience and contacts, with provision of training, mentoring and a database of case studies. This might be done in association with the existing Beltane Threshold network for public engagement and with the Institute for Academic Development, making use of the proposed database outlined under Aim 1. In this way, the value of community engagement work and its practitioners will be better recognised, supported and valued.

Involving the community in the University's research programmes is already a feature in some Schools of the University where citizens participate in research into medicine, neuroscience, bilingualism, law, constitutional affairs, veterinary medicine and many other areas, helping to find new treatments for disease as well as answers to social problems. Public engagement with research has been increasing in profile and scope for the past several years and it is hoped that the synergies between public and community engagement can be maximised.

In addition, the University's capacity to address local challenges of all kinds through its extensive knowledge resources and its research and consultancy services is perhaps insufficiently well known and there is scope to work more closely with statutory and voluntary bodies and businesses to increase awareness of these valuable assets.

Increasingly, students are learning in community settings. This is perhaps most evident with students learning to be doctors, nurses, social workers, teachers and community educators, architects, musicians and so on. Further opportunities are now in place for students of other disciplines, such as GeoSciences and Informatics, through programmes such as education modules and Living Labs. Students value these opportunities for interaction beyond the walls of the classroom and can be rewarded through credit for study, through the Edinburgh Award or can simply take pride and pleasure in learning from and helping others. In order to enhance the experiential learning agenda within the Learning and Teaching Strategy, we will investigate the possibilities for developing more openings which would benefit both students and community.

As part of this outreach, and in consultation with local authorities, we wish to examine the potential of developing a more strategic and co-ordinated approach to our many and varied engagements with local schools which currently embrace recruitment and widening participation activities; science, art and music workshops; CPD and virtual resources for teachers; sports activities; language volunteering; staff volunteering on School Parent Councils, and much more. Appropriately resourced, this *Learning City* initiative could assist in providing a wider spread of relevant expertise and activity; help develop good quality practice and support amongst our staff in delivering experiences which enrich staff, students, teachers and pupils; and gauge the extent to which this type of outreach raises pupils' aspiration and attainment.

Student learning in the community and schools outreach which succeeds in raising attainment can be complemented by strengthening our provision of lifelong learning opportunities, for example through the remit of the Office of Lifelong Learning and our Community Education programmes, and the ever-

growing scope of digital and online education in forms such as MOOCs, the Digital Ambassadors programme and the proposed Virtual Edinburgh project. Consultation with communities on what content would be most useful and relevant and which methods would be most welcomed should form part of the preparation for delivery, in which students and staff can participate as appropriate.

There is enormous potential within the exciting vision for a *Learning City* to create a transformative sea-change in our educational engagement with individuals, schools, communities, our students and the knowledge economy which could deliver significant benefits. In tandem and where appropriate, we would seek to co-operate with and support other engagement programmes within the community, such as public engagement and the social enterprise agenda emerging within the Social Responsibility and Sustainability Department.

AIM 2: TO ENHANCE COMMUNITY RELATIONS THROUGH RESEARCH, TEACHING AND LEARNING

How we will achieve our aim:

- **build a community of practice for academic staff already involved in or interested in developing community engagement activities to build capacity to enhance the student experience and benefit the community**
- **scope and, where possible, expand the capacity to offer students an opportunity to work, volunteer or study within a community setting during the course of their studies at the University in order to enrich their experiential learning and benefit the community**
- **develop and implement a vision for Edinburgh as a *Learning City:***
a) work with local authorities to develop a more strategic and co-ordinated approach to our current and potential engagement with schools and identify resources required to achieve this
b) scope, harness and develop opportunities for engaging with lifelong learners
- **support the University's public engagement activities by developing a directory of those willing to speak to community and interest groups**
- **support knowledge exchange activities within the city and communities**
- **support the University's emerging social enterprise agenda.**

6.   RAISING AWARENESS AND UNDERSTANDING BETWEEN THE UNIVERSITY AND THE COMMUNITY

While recent research shows that 78% of those surveyed think the University is world class and 72% agree that we make them proud to live in Edinburgh, 66% have no knowledge of what we do, 65% have never used our services or facilities, ie never visited our campus, and only 22% have visited our website. Improving two-way communication between town and gown is therefore essential if we are to understand each other better, live together and work for a brighter future for our city and communities.

One direct way in which the University can raise awareness and understanding amongst communities of our purpose, activities and achievements is to improve our collation within the University of 'good news' stories relevant to local people, partly through using the database mentioned in Aim 1. We will create a new section of the website to highlight these stories, attracting visitors to the site by establishing a new regular e-newsletter and using our existing social media accounts. This could also host information about upcoming events and opportunities for engagement.

An annual stakeholder forum or conference could provide a further opportunity to get to know partners new and old, to showcase our contribution to the wellbeing of the communities within which we are located, and to hear from, discuss and work with others on issues and themes of current concern.

The value of keeping local communities informed about and supportive of the University's activities and aspirations should not be underestimated. Further opportunities for meaningful engagement exist in arenas such as estates consultations, Open Days, festivals and public engagement events where visitors can learn more about wider aspects of the University's work, just as we may wish to hear their views about us. A short promotional leaflet, widely distributed, could be very effective.

Creating more opportunities for the community not only to understand us but also to interact with us, and have a genuine dialogue, will be a vital part of this approach. A virtual 'front door' within the institutional website will make the University more comprehensible, more accessible and more welcoming of approaches from civic, voluntary and business groups and associations. In order not to duplicate effort, and where appropriate and possible, we will identify synergies with other parts of the University engaged in external engagement and outreach.

AIM 3: TO ENHANCE INTERACTION AND UNDERSTANDING BETWEEN THE UNIVERSITY AND ITS COMMUNITIES

How we will achieve our aim:
- **enhance communication of our community engagement activities and achievements**
- **scope and develop more opportunities and methods by which the community can understand and interact with the University, and vice versa**
- **investigate establishing an annual forum at which the University of Edinburgh hosts a dialogue with key partners in the community and beyond to address issues of common interest**
- **strengthen the University's engagement activity, where appropriate, by finding synergies between our various external interactions**
- **recognise more fully the impact of the University's built environment on the community, enhancing good practice in consultation and communication**

7. SUMMARY

The University has a symbiotic relationship with the city of Edinburgh. The city created the University and the attractiveness of the city is a major lure for students and staff. Our fortunes are closely intertwined.

Our international reputation for excellence in teaching, learning and research enhances the capacity of the city to attract inward investment and tourists, to prosper, and to support many economic, social and cultural activities. In turn, the beauty, history and quality of life of the city are undeniably powerful factors in enticing students and staff from across the world to study and work at the University. For over four hundred years the University has been an indivisible part of Edinburgh, accessible to the community and an asset to the city. We seek to be a good neighbour and to foster an environment where city and University work in partnership for mutual benefit.

Located securely alongside the global and other contexts in which we engage, a Community Engagement Strategy necessarily has a local focus on the mutual benefit to be derived through positive interaction between the University and the city and its communities. In the spirit of Patrick Geddes, international town planner, ecologist and one of our former lecturers, 'think globally, act locally'.

In order to identify and deliver this mutual benefit, a strong network of relationships with key partners in and across the city and our communities must be strengthened and maintained. The opportunities to work with partners to advance research, learning and other agendas which are of value to the University and local people, organisations and businesses, hold immense potential.

It is clear that activities already generated by the University at many levels go some way to meet all five of the city's key strategic aims: developing the economy of the city region, improving the quality of life for all, improving health and wellbeing, supporting educational excellence and promoting environmental sustainability. Citizens benefit not only from the research and services offered by University staff, students and facilities, but also from the academic, economic, social, cultural and international advantages that accrue from having a world class university in their midst.

However, evidence of activity is not always evidence of engagement or outcomes of mutual benefit. It is not always apparent to what extent the community contributes to and participates in our activity, to what extent they are aware of it or our role in it, or how much they value it or benefit from it. Recent benchmark research indicates that our community is proud to have a world class university in its midst, whilst not fully comprehending what we are and what we do. Therefore, enhanced opportunities for an exchange of information and dialogue will help bridge this gap in understanding, increase awareness and appreciation of our work, and build support.

The University's Community Engagement Strategy with its agreed objectives seeks to advance our core purpose of research, teaching and learning, to build stronger relationships with our partners, to inform and enhance a dialogue with our communities for the benefit of all, and to build the goodwill of our fellow-citizens towards the University. In particular, we hope that our vision for a *Learning City* will be shared by our partners.

The University of Edinburgh benefits hugely from being located within a beautiful European capital and a thriving metropolis which is not only home to most of our staff and students, but also provides a safe and welcoming space for our international community, a prosperous economy, an engaged citizenry and business base, and a unique and highly-valued quality of life. The interplay of these elements is of incalculable value and the University must do all it can to ensure that it plays its part in sustaining the important relationship between town and gown for the benefit and wellbeing of all.

MEASURES OF SUCCESS
- **More opportunities for interaction at senior level between the University and its partners and for wider interaction at neighbourhood and community level**
- **More opportunities for students to interact with the community as part of research, study, work or volunteering programmes supported by a community of practice**
- **More co-ordinated engagement with local schools leading to increased enrichment of pupils' experiences and, where possible and appropriate, their attainment**
- **More citizens involved with *Learning City* initiatives**
- **A database containing relationship information**
- **Establishment of Good Neighbour support for students and enhancement of good practice in Estates consultations**
- **Establishment of a 'small grants' fund for community projects and evaluation**
- **Increased support for joint University-community outreach and projects eg Edinburgh Guarantee, social enterprise scheme, Friends schemes**
- **Creation of a virtual 'front door' and web pages to support two-way interaction between University and community, supported by other communications channels and working with colleagues involved in other forms of external engagement**
- **An annual audit and reporting of community engagement activities across the University**
- **Survey of community perceptions shows increased awareness, knowledge and appreciation of the University and its activities**

COMMUNITY ENGAGEMENT STRATEGY 2016-2018

Appendix 1 – Implementation Plan final draft

KEY	
🟢	*= resources in place: in progress or can proceed*
🟢	*= resources in place: awaiting approval of Strategy*
🟣	*= dependent on allocation of resource: Community Engagement Co-ordinator*
🔵	*= dependent on allocation of resource: budget for 'small grants' scheme*
🟡	*= dependent on allocation of resource: create/maintain web section and e-newsletter*
🔴	*= scoping required resources*

AIM 1: TO BUILD AND STRENGTHEN RELATIONSHIPS BETWEEN THE UNIVERSITY, THE CITY AND OUR COMMUNITIES					
Objectives	**How we will achieve this objective**	**Resources Required**	**Lead Officer**	**Phase 1**	**Phase 2**
To strengthen civic relations by holding regular high level meetings between the University of Edinburgh and the City of Edinburgh and Midlothian Councils to explore issues of common strategic interest and mutual benefit	• Regular meetings of Senior Management Teams at UoE and Councils to discuss issues of common strategic interest and mutual benefit, where the University can offer expertise and add value to enhance our city and communities, and our University (eg City Deal, schools engagement, experiential learning)	• Senior Management time, eg one morning (quarterly for CEC) for meetings plus professional support to facilitate meetings, implement agreed outcomes, liaison etc	*AP External Relations*	🟢	🟢
To have regular meetings between University representatives and local Councillors, neighbourhood and	• Preparation of resources for presentations, if required, including institutional Q&A	• Identify appropriate representatives for each group visited, and	*Head of External Affairs, CAM, SRS*	🟢	🟢

community groups to build positive relationships	• Some co-ordination of requests and delivery	frequency of interaction required • Administrative support for liaison	*Co-ordinated by SRS or External Affairs Officer*	🟢	🟢

To enhance support for students' awareness of positive practice as good neighbours and citizens	• Preparing and educating Year 1, new PG and other students to live in the community:
	  o Duties of tenants and landlords
	  o Noisy Neighbours – Council and Police
	  o Waste, recycling and end-of-year uplifts
	  o Parking
	  o Being part of your community
	  o Safety of your person and property
	  o Proactively getting to know your neighbours
		• Joint approach to student support and education
		• Deputy Secretary (Student Experience), ACE (working with Year 1 students moving out of halls), plus EUSA, SRS (which works with students in waste and recycling), plus partners (City of Edinburgh Council which runs the Landlord Accreditation Scheme, and Police Scotland on community safety).
			Head of External Affairs initially	🟢	🟢

	• Establish group where University works with partners to strengthen Good Neighbour behaviour and minimise local concerns, with an initial focus on community safety, noise and waste management	• Administrative support for regular partnership meetings and evaluation	*Supported by External Affairs Officer*	🟢	🟢
To strengthen relationships with external partners by developing an improved mechanism for capturing and collating engagement between them and the University and EUSA and EUSU, including outreach through volunteering and student societies	• In consultation with colleagues, scope mechanism for creation of database of external partners and stakeholders in the city and community (eg Community Councils, local residents' and interest groups, student learning partners, schools etc) with which the University already interacts and which might wish to seek new/further engagement	• Initial group with representatives of Schools/Colleges, other Departments eg IAD, EUSA, EUSU, Beltane, CAM, SRS etc • If required, someone to train staff in data entry and co-ordinate process	*Assistant Principal Community Relations supported by Project Manager, Corporate Services*	🔴	

	• Building on HEBCI and other 'official' returns, decide what data to capture and how it can be achieved eg how often will this be done (annually?), at what time of year, and how? • Consider whether existing tools (eg PURE) are suitable • Explore who is best-placed to manage process and train staff as appropriate • Use database to map those external partners we're interacting with to avoid over-capacity issues, co-ordinate and share activity, and be more strategic in strengthening relationships				
To identify opportunities to share facilities with community eg sports facilities, meeting rooms, green space, equipment, libraries	• Collate current offering and explore further opportunities for sharing • Distinguish between paid-for and free opportunities	• Audit and scoping required	*SRS Comms Manager*	🟢	🟢
To establish and promote an open and transparent 'small grants' scheme to support community projects – *see Appendix 2*	• Establish £50k fund for small community projects with transparent applications process, allocation criteria etc. • Possible pilot scheme	• Administration of grant applications, allocations, project liaison, publicity and evaluation by Field Force	*Head of External Affairs supported by SRS*	🔵	
To support staff volunteering: identify, collate and publicise opportunities	• Strategic Plan encourages staff to volunteer. Publicise policy, collate and publicise opportunities and outcomes • Liaise with EUSA volunteering on opportunities	• Opportunities database • Training programmes cf Manchester's parent governor scheme?	*HR/SRS/EUSA*	🟣	
To support the Edinburgh Guarantee scheme (hiring local school leavers as apprentices, technicians, clerical support)	• Audit current implementation of University's membership of Edinburgh Guarantee apprentice scheme • Disseminate case studies and explore further employment opportunities	• Resources already in place	*Human Resources*	🟢	🟢

Objectives	How we will achieve this objective	Resources Required	Lead Officer	Phase 1	Phase 2
To explore the potential for greater community support for Collections and further 'Friends' schemes, and for community fundraising for University projects	• Audit current community involvement with the Collections • St Cecilia's Hall, the Main Library and Talbot Rice all run Friends schemes, but there may be opportunities for further involvement by individuals and groups locally • Increase awareness of University projects and research which could be supported by community fundraising	• Support audit of current community involvement • Publicise opportunities to local groups • Support D&A outreach to community fundraisers for University projects	*Head of External Affairs working with colleagues in Collections and D&A*	🟢	🟢
AIM 2: TO ENHANCE COMMUNITY RELATIONS THROUGH RESEARCH, TEACHING AND LEARNING					
Objectives	**How we will achieve this objective**	**Resources Required**	**Lead Officer**	**Phase 1**	**Phase 2**
To build a community of practice for academic and other staff already involved in or interested in developing community engagement activities to build capacity to enhance the student experience and benefit the community	• Provide virtual and face-to-face opportunities for colleagues to share knowledge and experience, and exchange good practice • Build database of case studies (Aim 1) • Offer training: tips, hints, tools, helpful colleagues etc • Provide resources for staff (time, funding etc) • Scope recognition and reward mechanisms for staff	• Database/mechanism listed under Aim 1 • Liaison with Beltane 'Threshold' network • Support from Institute for Academic Development	*AP Community Relations working with IAD, Beltane and others*	🟢	
To scope and, where possible, expand by 2020 the capacity to offer students an opportunity to work, volunteer or study within a community setting during the course of their studies at the University in order to enrich their experiential learning and benefit the community	• Audit current local opportunities and (using database above?) scope potential for further opportunities – either credit-bearing or volunteering, at home or abroad • *NB: international opportunities may also help to deliver this objective*	• Administration of audit	*AP Community Relations*	🔴	

Objectives	How we will achieve this objective	Resources required	Lead Officer	Phase 1	Phase 2
To develop and implement a vision for Edinburgh as a *Learning City*: a) **Work with local authorities to develop a strategic and co-ordinated approach to current and potential engagement with schools and identify resources to achieve this** b) **To scope, harness and develop opportunities for engaging with lifelong learners**	• Small group at University and Council to take forward schools engagement: collate all interactions with schools, set objectives, assess capacity, control quality and training, broker further interactions, monitor and evaluate activity, etc. • Learning City could be extended in due course to include all age participation including Office of Lifelong Learning, Community Education, digital education opportunities etc	• Steering Group • Someone to co-ordinate, broker, liaise internally and externally, monitor etc	*AP Community Relations and Head of External Affairs* *Create a new Community Engagement Co-ordinator post to co-ordinate and monitor activity*	🟢 🟣	
To support the University's public engagement activities by developing a directory of those willing to speak to community and interest groups	• In response to requests, and to facilitate public engagement, develop and publicise a list of speakers • Publicise via new channels	• Liaison with Beltane • Administrative support to deliver and report/collate?	*Community Engagement Co-ordinator*	🟣	
To support knowledge exchange activities within the city and communities	• Where appropriate, to identify needs and opportunities to support knowledge exchange	• Liaison with Knowledge Exchange networks	*Community Engagement Co-ordinator*	🟣	
To support the University's emerging social enterprise agenda	• Where appropriate, to identify needs and opportunities to support social enterprise and related activities	• Delivered by ERI/Launch.ed, SRS, EUSA	*AP Community Relations* *Administrative support*	🟢 🟣	
AIM 3: TO ENHANCE INTERACTION AND UNDERSTANDING BETWEEN THE UNIVERSITY AND ITS COMMUNITIES					
Objectives	**How we will achieve this objective**	**Resources required**	**Lead Officer**	**Phase 1**	**Phase 2**
To enhance the internal and external communication of the University's community engagement activities and achievements	• Develop an institutional 'Community' area of the University's website, with links from the home page: ○ Good News stories and case studies from UoE, EUSA, EUSU	• Group to include representatives of CAM (publications, media, digital media), SRS, EUSA, EUSU	*AP Community Relations working with Head of External*	🟡	

	○ Better publicity for/listing of events/exhibitions/Friends to encourage participation - Active liaison with EUSA and EUSU to identify and promote stories of community engagement through student societies, volunteering and fundraising activities - Create University leaflet for EAE racks and UoE reception desks - Regular e-bulletin to showcase University activities and drive traffic to website, eg latest research breakthroughs; upcoming events/exhibitions; 'community' stories and schools engagement	- Communications professional to liaise between departments, collate information, write and publish text etc. - Funding for new section of the website and supporting e-newsletter, production and distribution of leaflet etc	*Affairs, CAM and SRS, Corporate Services, IS, EUSA, EUSU*		
To scope and develop more opportunities and methods by which the community can understand and interact with the University, and vice versa	- Create Virtual Front Door, ie more web information for the Community on how to contact and navigate the University eg for volunteers, involvement with Friends, donations, businesses wanting to commission research/consultancy, speakers, charities/schools wanting students to do a project, pop-ups etc ○ Generic email addresses? eg community@ed.ac.uk, business@ed.ac.uk - Actual front door – Visitor Centre/Old Surgical Hospital(?) to help the public interact with the University	Use Group as above	*As above*	⬤	
To investigate establishing an annual forum at which the University of Edinburgh hosts a dialogue with key	Hosted by Principal/Senior Vice Principal	- High level events organisation required - Based on database/CRM described in Aim 1	*CAM with support from SRS*	⬤	

partners in the community and beyond to address issues of common interest	• Stakeholders could include politicians, local authorities, community groups, business leaders, third sector etc • Could be differently themed each year • Opportunities for networking				
To strengthen the University's engagement activity, where appropriate, by finding synergies between our various external interactions	• Where possible, to liaise with colleagues within the University working on other external Engagement agendas, eg public engagement, alumni engagement, business engagement, political engagement, international engagement etc	• Regular opportunities for dialogue	*CAM with support from SRS*	🟢 🟡	
To recognise more fully and, where possible, mitigate the impact of the University's built environment on the community, enhancing good practice in consultation and communication	• Work with Estates Department to establish policy, protocol and procedure for good practice in consultations about new build and/or refurbishments to the University's estate • Consult local communities in planning matters, using opportunity for positive messaging about the University • Open channels of communication with the University (rather than architects/contractors) during builds; • Invite community to opening tours, events, etc	• Initial small group to establish policy and procedure • Some staff time to promote consultations, attend them, collate responses, respond to those who've attended and to keep them posted about progress (eg e-bulletin, link to website etc) • Someone to deal with/respond to concerns/complaints about a project during build	*SRS working with Estates and CAM*	🟢	

Draft final MG: April 2016

COMMUNITY ENGAGEMENT STRATEGY 2016-2018
Appendix 2 – Note on 'small grants' scheme

The University is regularly approached for funding assistance for community projects, large and small.

Examples include requests for £25,000 as part of a £1m scheme to refurbish The Causey, a historic neighbourhood abutting the Appleton Tower; £5,000 to help restore the Jawbones on Jawbone Walk in the Meadows, a landmark with which so many generations of students are familiar; and £4,000 towards funding a bike park for the youth of Dumbiedykes and the Pleasance.

Smaller requests are for sports equipment for youth projects, payment of fees to the Centre for Sports and Exercise for youth groups during the summer holidays, help with student volunteering projects such as the refurbishment of a local school playground, and so on.

An obvious and finite fund, delivered through an open and transparent process of application against clear criteria to constituted groups for community benefit, would not only evidence and promote the University's stated intention of delivering community benefit but also create goodwill amongst local groups. Depending on the agreed criteria, the fund could also be used to support joint community/student projects, for example in funding heritage or environmental or cultural projects which delivered community benefit but possibly also experiential learning or research opportunities. Evaluation of the projects would form part of the terms and conditions of acceptance of funding, as would the requirement to acknowledge in any publicity materials the University's support for the project.

Several universities run small grants schemes, often related to public engagement but sometimes including authentic community engagement: for example, Nottingham's Community Chest, Loughborough's Donations Fund and Cardiff's Community Gateway. Oxford University runs a popular and much-appreciated community grants scheme of £50,000 annually, with three funding rounds per year judged by a committee against clear criteria which include community benefit, increased engagement between city and university, promotion of wider participation and knowledge exchange, and so on. Oxford University's contribution usually forms part of a patchwork of funding sourced from different organisations and examples of projects funded include World War 1 storytelling, a hydro energy scheme on Oxford's locks, outdoor play activities for children in a deprived area of the city, and an educational initiative to bring children into the university's museums. More information is available at https://www.ox.ac.uk/local-community/small-community-grants?wssl=1

A small grants scheme for community projects could generate considerable support from the community and raise the University's visibility across the city. Currently, our messages about the educational, economic, social, cultural and international benefits brought to the city by University activity do not always resonate in community settings whereas a 'tangible' example of University support for particular projects may prove more real and more valuable.

MG: April 2016

CENTRAL MANAGEMENT GROUP

17 May 2016

Student Recruitment Strategy

Description of paper
1.   This paper presents a new University student recruitment strategy. The strategy is designed to enable the University to deliver on its objectives for student recruitment over the course of the next University strategic plan and beyond.

Action requested/Recommendation
2.   CMG is invited to approve the strategy.

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

Risk Management
7.   The strategy is designed to minimise risks associated with under-recruitment of students.

Equality & Diversity
8.   The strategy will support increased diversity within the student body. Key measures of success include equality and diversity indicators.

Paragraph 9 has been removed as exempt from release due to FOI.

Consultation
10. Development of the strategy has been overseen by a steering group with cross-University representation, led by Senior Vice Principal Charlie Jeffery. Areas of the strategy have been developed by workstream groups, the membership of which have drawn on the expertise of academics and professional staff at all levels and from across Schools, Colleges, central services and EUSA. Each workstream group has scrutinised available evidence drawn from within and beyond the University, and discussed strategic challenges and opportunities, making recommendations that form the basis of the strategy. As the strategy has been developed, emerging recommendations have been discussed in a variety of fora, including relevant Senate Committees and the Academic Strategy Group.

Further information
11. *Author*   *Presenter*
       Rebecca Gaukroger   Senior Vice Principal Professor C Jeffery
       Director, Student Recruitment &
       Admissions
       2 May 2016

Freedom of Information
12. This paper is closed: its disclosure would substantially prejudice the commercial interests of any person or organisation

CENTRAL MANAGEMENT GROUP

17 May 2016

Finance Director's Report

Description of paper
1. The paper summarises the finance aspects of recent activities on significant projects or initiatives.

Action requested
2*.* The Group is asked to note the content and comment or raise questions.

Recommendation
3. CMG colleagues can use this report to brief their teams on Finance matters.

Paragraphs 4 – 24 have been removed as exempt from release due to FOI.

Resource implications / Risk Management
25. There are no specific requests for resource and the risks associated with Pensions is already on the University register. An updated risk register entry related to finance has been submitted to the Risk Management Committee.

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

Next Steps/implications
27. Requested feedback is outlined above.

Further information
28. *Author*   *Presenter*
     Lee Hamill   Phil McNaull
     Deputy Director of Finance   Finance Director
     10 May 2016

Freedom of Information
29. This paper should not be included in open business as its disclosure could substantially prejudice the commercial interests of the University.

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

17 May 2016

University Risk Register 2016/17

Description of paper
1. This paper presents the proposed update of the University Risk Register and the University's Statement of Risk Appetite.

Action requested/Recommendation
2. CMG is asked to consider and comment on the draft University Risk Register 2016/17 and Statement of Risk Appetite prior to onward transmission to Audit and Risk Committee and finally Court for approval.

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

Resource implications
10. There are no resource implications associated with this paper.

Risk Management
11. This paper is part of the University's risk management process.

Equality & Diversity
12. There are no equality and diversity issues associated with this paper.

Next steps/implications
13. The revised URR2016/17 to be forwarded to Audit & Risk Committee on 26 May 2016 for consideration and recommendation to Court for approval on 20 June 2016.

Consultation
14. The draft URR2016/17 was forwarded to PSG for comments and further revisions were made following consideration by Risk Management Committee on 2 May 2016.

Further information
15. *Author & Presenter*
    Hugh Edmiston
    Director of Corporate Services
    May 2016

Freedom of Information
16. This paper is closed.

CENTRAL MANAGEMENT GROUP

17 May 2016

Review of Enterprise Risk Management

Description of paper
1. PwC were commissioned to undertake a review of the University's Enterprise Risk Management and an executive summary report is attached.

Action requested/Recommendation
2. CMG is invited to note the review and proposed next steps.

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

Risk Management
7. This review is intended to strengthen the University's risk management process through external review and input.

Equality & Diversity
8. There are no specific equality and diversity issues associated with this paper.

Next steps/implications
9. The review and proposed next steps will be discussed by Audit and Risk Committee.

Consultation
10. The Convener of the Audit & Risk Committee was consulted as part of the review process.

Further information
11. *Author and Presenter*
    Mr Hugh Edmiston
    Director of Corporate Services
    May 2016

Freedom of Information
12. This paper is closed.

CENTRAL MANAGEMENT GROUP

17 May 2016

Tackling sexual harassment on and around campus

Description of paper
1. Proposal for a campaign to help tackle issues of sexual harassment on and around campus.

Action requested
2. Central Management Group is asked to note and comment on the campaign. Individual members of CMG are asked to consider endorsing the campaign in public when it launches.

Background and context
3. There has been increasing concern about levels of sexual harassment on UK University campuses and about the sector's and institutions' responses to allegations of sexual harassment.

- "Survey finds 'laddism' rife on campuses, as 37% of women and 12% of men say they have faced unwelcome sexual advances." (The Guardian, 2014).
- "LSE launches inquiry into misogynist and homophobic rugby club leaflet" (The Guardian, 2014)
- "Edinburgh University launches investigation into fraternity rape threats" (Daily Telegraph, 2014)
- "A significant minority of students (17%) were victims of some sort of sexual harassment during their first week of term, a survey suggests." (BBC News, 2015).

4. Much of the impetus and initial work in raising awareness of these matters has been driven by the NUS and students' unions, but is now being taken up by the sector. UUK has established a task force to examine violence against women, harassment and hate crime affecting university students; this will report its findings for the start of the 2016/17 academic year.

5. Meanwhile a number of institutions have launched high profile campaigns to counter laddism on campus and communicate clear messages around a culture of zero tolerance for sexual harassment.

- At Manchester, the "We Get It" (WGI) pledge, asks students to take action against sexual harassment and has so far attracted more than 5,000 signatures.
- At Birmingham, staff and students are encouraged through the "Not On" campaign to challenge sexual harassment and report inappropriate behaviour.
- At Oxford, the "It Happens Here Campaign" works to educate, advocate and reach out in order to raise awareness of sexual abuse and violence "In Oxford and in our University."

6. Following some high profile cases of lad culture at Edinburgh between 2014 and 2015, and discussions with EUSA and EUSU colleagues, it is proposed that the

University, EUSA and EUSU launch a joint campaign to raise awareness of the issue of sexual harassment and to encourage staff and students to challenge it whenever and wherever they come across it.

Discussion
7.   The campaign in brief is as follows.

- **The Idea:**
  Sexual harassment. No one asks for it

- **The Campaign:**
  Aims to attract at least 4000 students and staff to sign a bystander intervention pledge, committing to call out unacceptable behaviour when they come across it.

- **The Execution:**
  (A steering group including VP Jane Norman, Deputy Secretary Gavin Douglas, Director of Careers Service Shelagh Green, Marketing Manager Niall Bradley (CAM), Sarah Purves (EUSA) and Andy Peel (EUSA) unanimously selected the following campaign from a number of options presented.)

  A 30 second music video online that uses different coloured graphic lips to represent lots of different people. Girls and boys. The lips will be saying things that our young audience would expect to hear in music videos like - 'Touch Me' 'Hold Me' Then building into more ludicrous requests like
  'Follow me home at night' ending with a super that reads
  Sexual harassment. *No one asks for it.*
  #DidntAskDontWant

  This is to show the unacceptable and ludicrous nature of every action.

- **Sample imagery:**

- **Launch**
  Emerging evidence from the UUK task force (as well as practice at those institutions that have already launched campaigns of this sort) is that public commitment from senior leaders and middle management is an important success factor. The Principal has been asked to endorse the campaign and CMG members are asked to consider giving their public endorsement as well.

- **Training:**
  Following the campaign launch, it is proposed that there will be a rolling programme of bystander intervention training run by EUSA targeting both students and frontline staff:

  a) To create a network of campaign champions across the University, among both students and staff in order that the campaign has a wide and effective reach.
  b) To equip front-line support staff within the University, EUSU and EUSA with the skills and knowledge to support students who have experienced sexual harassment and violence and ensure a first supportive intervention and positive onward referral.
  c) To equip student leaders (Resident Assistants, Sports Club and Society Committee Members, Elected Reps within EUSA and EUSU) with the skills, knowledge and confidence to promote a culture in their community which challenges the perpetrators of sexual harassment and violence, and supports survivors.
  d) To equip students and staff will the skills, knowledge and confidence to intervene in situations where they witness sexual harassment or violence taking place, and support their peers who may have experienced harassment or violence.

  These will be promoted through targeted recruitment and advertising to Sports Club and Society Committee Members, to Peer Learning and Support leaders and to Residence Life Assistants (amongst others) as well a promotion on the website which houses the main campaign pledge.

  Proposals for training are tentative at this stage, subject to sign off by the University steering group (see below).

8. *Governance*
A group (University, EUSA and EUSU) has been set up to develop and implement the campaign. A University steering group including the VP People and Culture and the Deputy Secretary, Student Experience, are involved at critical points of the project to ensure appropriate oversight of major decisions.

Resource implications
9. The campaign start-up and design costs are being funded in 15/16 by the Student Experience Project. Ongoing costs (which are expected to be modest) will be met from within the USG budget.

Risk Management
10. The steering group have identified a risk that students or other members of the

community may misunderstand the campaign and/or that the campaign may trigger negative emotions for survivors of sexual harassment. There is also a potential clash with established institutional values in that the subject matter is sensitive and the approach taken is direct and challenging. These issues have been addressed through testing of the creative designs, carried out with current students and also with Edinburgh charity Women's Aid.

11. The creative testing tell us that:
   • students think that the creative is bold, visually impactful and effectively engaging.
   • there is an appetite for the campaign from students - they specifically noted that it is positive that the University community is acknowledging there is an issue of sexual harassment and want to work in partnership to raise awareness.
   • They were pleased that this is being highlighted and tackled – we think that many will follow through to the pledge site and to further resources and sources of support.
   • Students think the campaign is sophisticated, not bland, is clear about its value position and will contribute to discussion and critical thinking about this important issue.
   • Much of the feedback received affirmed the development and delivery decisions which the campaign planning group have already anticipated and made.
   • Students got what the campaign was about and thought it unlikely to be ignored or overlooked.
   • They saw it as appropriate to the subject – and not one from the 'nanny state' playing safe with bland messaging – "Hits the mark and doesn't feel like being preached at".
   • There were no apparent differences between home and international students in terms of their perspective on the campaign. There weren't any language or message barriers encountered.

12. Women's Aid were also asked to review the campaign creatives and did not see the campaign as likely to be a trigger to those who have experienced sexual harassment or assault (any more than can arise in general).

Equality & Diversity
13. The proposal has the potential to enhance Equality and Diversity by strengthening the protection of (in particular) women's, gay people's and transgender people's rights.

Next steps/implications
14. The campaign details to be finalised and the campaign to be launched in September 2016.

Consultation
15. Has taken place with EUSA, EUSU, the University Steering Group, the Principal, the University Secretary, a sample of current students and the charity Edinburgh Women's Aid

Further information

16. _Author and Presenter_
    Gavin Douglas
    Deputy Secretary, Student Experience
    May 2016

Freedom of Information

17. Open.

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CENTRAL MANAGEMENT GROUP

17 May 2016

Archiving the Code of Practice on Abuse of Alcohol by Students and the Code of Practice on Abuse of Drugs by Students

Description of paper
1.   This paper informs the Central Management Group that the Curriculum and Student Progression Committee (CSPC) has approved that the *Code of Practice on Abuse of Alcohol by Students* and the *Code of Practice on Abuse of Drugs by Students* will be archived from academic year 2016/17.

Action requested/Recommendation
2.   Central Management Group is asked to note the decision for information.

Background and context
3.   The *Code of Practice on Abuse of Alcohol by Students* and the *Code of Practice on Abuse of Drugs by Students* were originally approved by the University Court in 1999. As part of the University's regulatory framework the Codes became the responsibility of CSPC. It was agreed with the Head of Court Services that the decision to remove the Codes should be reported to CMG for information.

Discussion
4.   The Codes had not been reviewed since 1999, other than to update terminology and references, and to take account of University restructuring, the introduction of Personal Tutors and the *Code of Student Conduct*. As a result, the Codes did not take account of changes in the University's regulatory and support environment.

5.   As part of the University's simplification agenda, CSPC agreed to archive these Codes, which are no longer needed due to the existence of other policies and information provided for students and staff. In reaching its decision CSPC considered a systematic analysis of both Codes which outlined where current information on these matters is provided. The paper, CSPC 15/16 5B, is available online.
http://www.edinburgh.ac.uk/files/atoms/files/20160414agendapapers.pdf

6.   The University aims to prevent alcohol-and drug-related problems through positive action. Removing the Codes does not imply any change in approach. However, it will provide a simpler regulatory environment, making it easier for staff and students to manage such problems.

Resource implications
7.   Resource implications of publicising the removal of the Codes will be carried out within existing resources by Academic Services.

Risk Management
8.   Removing the two Codes reduces any risk of divergent policies and simplifies the regulatory environment for students and staff. The decision is consistent with the University's low appetite for risk in its regulatory and compliance activities.

Equality & Diversity

9*.* Archiving the Codes has no equality and diversity implications. Equality impact assessment of the Codes were carried out in 2015 and did not identify any negative impacts on any protected characteristic groups. Action in future will be taken in line with the *Support for Study Policy* and the *Code of Student Conduct*, which have both had equality impact assessments.

Next steps/implications

10. The changes to the regulatory environment will be highlighted to key stakeholders as part of Academic Services' new and revised policies updates. It will also be included in Academic Services' briefing and discussion forum events for staff involved in the disciplinary process.

Consultation

11. In reaching its decision, CSPC noted that EUSA, College Offices, Legal Services and Accommodation Services supported the proposals in principle.

Further information

12. *Author*   *Presenter*
     Sara Welham   Gavin Douglas
     Academic Policy Manager, Academic   Deputy Secretary, Student Experience
     Services
     19 April 2016

Freedom of Information

13*.* This paper is open.

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

17 May 2016

Proposal to establish a new Chair in the Edinburgh Medical School: Molecular, Genetic and Population Health Sciences

Description of paper

1.   The Edinburgh Medical School: Molecular Genetic and Population Health Sciences within the College of Medicine and Veterinary Medicine wishes to establish the AXA Chair of Medical Bioinformatics and Epidemiology.

Action requested

2.   The Central Management Group is asked to approve the establishment of this new Chair.

Recommendation

3.   That CMG approve the creation of the following Chair:
   - AXA Chair of Medical Bioinformatics and Epidemiology

Background and context

4.   The Edinburgh Medical School: Molecular, Genetic and Population Health Sciences seeks approval to establish the AXA Chair of Medical Bioinformatics and Epidemiology. This role has been made possible as a result of a competitive award process with the AXA Research Foundation who have committed 1.5M Euros to fund the Chair to be held by Professor Helen Colhoun. Professor Colhoun's work in diabetes at The University of Dundee has developed a rich programme which uses a "Big Data" approach to interrogating health records in combination with other research such as genomics and gene sequencing. AXA were convinced that The University of Edinburgh's growing expertise in genomics and gene sequencing in combination with bioinformatics in the Usher and Farr Institutes provides Professor Colhoun with a uniquely powerful environment in which to develop her research long-term. In turn, she will bring a wealth of expertise in population level research on diabetes to The University of Edinburgh.

Discussion

5. The AXA Research Foundation hold an annual award process every year whereby the Foundation will endow a Chair for up to 25 years with a lump capital sum, to be expended over an agreed duration. These awards are particularly competitive and recipients are consider to be the very best in their field. The University of Edinburgh has attracted funding through this process sufficient to fund this Chair for 15 years. AXA will make a cash award of 1.5M Euros to The University to sustain this post.

6.   The funding model will see The University investing 1.5M Euros into an endowment. Both capital and interest will be expended from this lump sum and this is expected to fund the position for the full 15 years. On the occasion of the Chair Holder leaving The University of Edinburgh, the funding remains within The University in order to recruit a successor to continue this line of work until the 15 year period has come to an end.

Resource implications

7.   The College of Medicine and Veterinary Medicine has committed to support costs for this Chair. The endowed fund will be used to fund the post for 15 years.

Risk Management

8.   There are no significant risks associated with the establishment of this Chair.

Equality & Diversity

9.   Good practice in respect of equality and diversity issues will be followed in taking forward an appointment to this Chair.

Next steps/implications

10. If this proposal is approved a Resolution will be drafted to formally establish the Chair and recruitment progressed.

Consultation

11. Professor Sir John Savill, Vice Principal and Head of College of Medicine and Veterinary Medicine is content with this paper.

Further information

12. Further information can be supplied by Professor Sarah Cunningham Burley, Dean of Molecular, Genetic and Population Health Sciences.

13. *Author*   *Presenter*
       Vivien M Smith   Professor Sir John Savill
       Head of Deanery Administration   Vice Principal and Head of College of
                                                              Medicine and Veterinary Medicine

       8 April 2016

Freedom of Information

14. This paper can be included in open business.

THE UNIVERSITY of EDINBURGH

CENTRAL MANAGEMENT GROUP

17 May 2016

Proposal to Establish two new Chairs in the School of GeoSciences

Description of paper
1. The School of GeoSciences wishes to establish two new Chairs, one in Applied Marine Biology and the other in Natural Hazards Science.

Action requested
2. The Central Management Group is asked to approve the establishment of these new Chairs.

Recommendation
3. That CMG approve the creation of the following two Chairs:
- Chair in Natural Hazards Science
- Chair in Applied Marine Biology and Ecology

Background and context
4. The process to create new substantive Chairs requires CMG approval. In taking this forward, Schools must seek the approval of their Head of College outlining in full the reasons for the investment and the financial implications of such a request.   This has been completed, noting the alignment of these Chairs with School, College and University strategy, their potential to increase income and their short-term financial viability.

Discussion
5. The School of GeoSciences wishes to establish two Chairs that will reinforce its leadership in key areas that impact on global challenges. The Chair in Natural Hazards Science will lead the development of a new multi-disciplinary Natural Hazards 'Centre' at the University of Edinburgh and an associated distance learning programme. The Chair in Applied Marine Biology will establish a 'Changing Oceans' group in Edinburgh (linking to other Colleges and Schools) that will work closely with external stakeholders such as international policy makers.

Resource implications
6. Funding for both Chairs will be met by the School of GeoSciences core budget.

Risk Management
7. There are no significant risks associated with the establishment of these chairs.

Equality & Diversity
8. Good practice in respect of equality and diversity will be followed in taking forward appointments to these Chairs.

Next steps/implications
9. If these proposals are approved, Resolutions will be drafted to formally establish the Chairs and the appropriate recruitment actions will be progressed.

Consultation

10. As Head of College, Vice Principal Professor Yellowlees is content with the paper.

Further information

11. Further information about these Chairs can be supplied by Professor Sandy Tudhope, Head of the School of GeoSciences.

12. *Author*   *Presenter*
     Diane Morrow   Vice-Principal Lesley Yellowlees
     College HR: CSE   College of Science & Engineering
     26 April 2016

Freedom of Information

13. This paper can be included in Open Business.

CENTRAL MANAGEMENT GROUP

17 May 2016

Report from Fees Strategy Group

Description of paper
1.   This paper sets out the recommendations for tuition fees approved by Chair's action by the Fees Strategy Group (FSG) which CMG are invited to endorse.

Action requested/ Recommendation
2.   CMG is invited to approve the tuition fee proposals set out below.

Paragraphs 3 – 16 have been removed as exempt from release due to FOI.

Risk Management
17. The proposals for fee rates included in the papers takes into account the institution's appetite for financial risk as well as student experience and reputation.

Equality & Diversity
18. Equality and diversity issues are considered as part of the on-going monitoring of fee levels by FSG and its Secretary.

Next steps/implications
19. Once endorsed, the fees will be published by Scholarships and Student Funding Services and on School and other websites.

Consultation
20. The paper has been reviewed by Tracey Slaven, Deputy Secretary Strategic Planning.

Further information
21. *Author*
     Peter Phillips, Deputy Director of Planning
     April 2016

Presenter
Tracey Slaven, Deputy Secretary Strategic Planning

Freedom of Information
22. This paper should be **closed** as disclosure would substantially prejudice the commercial interests of the University.

CENTRAL MANAGEMENT GROUP

17 May 2016

Principal's Strategy Group

Committee Name
1. Principal's Strategy Group (PSG).

Date of Meeting
2. 8 April 2016.

Action Required
3. Provided for information.

Key points
4. Among the items discussed were:

a) Business Planning Round 2016-19
PSG discussed the Planning Round acknowledging that discussions have been notable by their very thoughtful, articulate and connected nature. PRC feedback on improvements in the planning round and projections were positive but emphasised need for financial sustainability to remain a key focus given volatility in the environment.
Points made in the subsequent discussion for reflection in revised plans included:
- International student fees and distance online learning are key areas to focus on for income generation.
- Opportunities for grants should be proactively identified, with focussed pre-emptive bids.
- The Planning Round narrative should be explicit in the continuing need to work more efficiently.
- Main budget holders have been focussed on internal funds releasing resource for more strategic priorities.

b) EU Referendum
PSG considered possible implications of a yes or no result.

c) Governance Strategy for Educational and Research Activity in China
PSG noted a growing number of initiatives involving China and endorsed the proposals for an overarching governance structure, coherent with the DAS, to coordinate and report on project activity.

d) Climate Strategy
PSG were very supportive of the Climate Strategy approach.

e) Industry Partner Fellows
PSG were positive about the proposals and the approach proposed.

f) CMG Review

PSG welcomed the proposed increase in Head of School participation, and agreed that the new Head of ERI also be included in the membership.

Equality & Diversity

5.   Items generally come to PSG at an early stage of development and it is anticipated that Equality & Diversity matters will be given full consideration as the initiatives take shape and become formalised.

Further information

6.   Additional information can be provided by the secretary to PSG Ms Fiona Boyd or by the individuals named against the individual items above.

7.   **Author**
     Ms F Boyd
     Principal's Office
     4 May 2016

Freedom of Information

8. Open Paper