



THE UNIVERSITY *of* EDINBURGH

Annual Review
2014/2015



“ One of the facets of our work of which I’m most proud is that we are able to demonstrate our impact and influence right across the board – from the local to the global.”

Professor Sir Timothy O’Shea,
Principal and Vice-Chancellor, the University of Edinburgh

The close of 2014 saw a major refurbishment of the Golden Boy, who stands atop the Old College dome. A regilding process restored the lustre that had been lost as the elements took their toll. The statue, which holds the torch of knowledge, was recoated in gold leaf for the first time in 30 years.



Our vision

To recruit and develop the world's most promising students and most outstanding staff and be a truly global university benefiting society as a whole.

Our mission

The mission of our University is the creation, dissemination and curation of knowledge.

As a world-leading centre of academic excellence we aim to:

- enhance our position as one of the world's leading research and teaching universities and to measure our performance against the highest international standards
- provide the highest quality learning and teaching environment for the greater wellbeing of our students and deliver an outstanding educational portfolio
- produce graduates fully equipped to achieve the highest personal and professional standards
- make a significant, sustainable and socially responsible contribution to Scotland, the UK and the world, promoting health, economic growth and cultural wellbeing.





A record number of new companies
44 in the last **12** months

A graphic featuring two stylized buildings, one blue and one red, with a grid pattern. A blue banner with the text "WE ARE OPEN" is attached to the blue building.

The first brain atlas



Contents

02	Principal's foreword	20	Reaching out to inspire school pupils
04	Advancing diagnosis of dementia	22	The EUSA Teaching Awards 2014–15
06	Rewarding student endeavour	24	Review of the year
08	Transforming ideas into enterprise	28	Honorary graduations
10	Taking the Edinburgh experience to China	30	Awards and achievements
12	Providing a forum for thought	32	Financial review
14	Delivering big data solutions	34	Appointments
16	Informing deaf education policy	36	Appendix 1: Student numbers
18	Safeguarding next-generation banking	38	Appendix 2: Undergraduate applications and acceptances
		39	Appendix 3: Benefactions
		42	Appendix 4: Research grants and other sources of funding

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Principal's foreword

The breadth of our international partnerships has a really positive impact on the overall student experience at Edinburgh.

One of the great strengths of the University of Edinburgh, and indeed one of its most appealing aspects, is its very great diversity. This is manifest not only in the staff and students who form the backbone of our institution, but also in the range of activities we undertake.

From world-leading research through company formation and on to inspirational teaching, we are a broad church and we make a significant contribution educationally, culturally and economically. We are also diverse in terms of the communities we serve. We are proud to be based in Edinburgh, proud to be Scottish, proud to be British and proud to be international.

We can trace our history back to 1583 when we became one of the world's first great civic universities with financial backing from the then town council. That relationship with the city that we call home is extremely important to us at a time when higher education is going through a period of unprecedented internationalisation. Edinburgh is no exception. We too are global – but we are also local. One of the facets of our work of which I'm most proud is that we are able to demonstrate our impact and influence right across the board – from the local to the global.

In this year's *Annual Review* we focus on a range of activity that demonstrates the breadth of our contribution. As a society we are facing a number of global health challenges and one of the biggest is dementia. The University is making important strides forward with its research in this area. We feature in this publication the work of our team developing the first 'brain atlas' or digital map of the brain to assist researchers investigating brain ageing, vascular disease and dementia.

I believe that collaboration is a significant driver of innovation and can be very beneficial to the advances we are making both in research and teaching. We have long enjoyed fruitful links with China and that relationship was recently strengthened with the launch of our new degree partnership in integrative biomedical sciences with Zhejiang University. Health provision is one of China's major growth areas – and it is now one in which Edinburgh is playing an important part.

'Big data' is a term we are hearing more and more in the 21st century – and creating the new methodology of data science is an area in which Edinburgh is a vital player. We are a key partner in the newly created Alan Turing Institute and this year we feature the work of colleagues looking at how we collect, organise and interpret large sets of data – and realise its economic potential.

Great universities like Edinburgh have the capability to change people's lives for the better – this is not always in the most obvious ways, such as medical research breakthroughs, but in other ways too. This year we investigate how colleagues in our School of Education are helping to inform policy and shape the education of deaf people across Scotland. Meanwhile, academics in our Business School have been attracting attention with their vision for a system which could radically change the way that banks lend money – something I am sure will be of interest to many in challenging economic times.

I am gratified to see that at Edinburgh we work hard at giving back. In return for the support we receive as a neighbour, within Scotland's capital city, we contribute a great deal locally. This comes in a variety of ways, some of which we focus on in this year's publication. Among them, the project that colleagues in our School of Geosciences have been undertaking with local schools, developing programmes for five to 17-year-olds that are educational, engaging and fun. We also give back in the context of our economic impact and our ability to create new businesses and jobs. Over the past 12 months the University has created a record number of companies, a grand total of 44, with all offering the openings and opportunities that new business endeavours bring.

Crucially, we also give back in providing a forum for debate and the exchange of ideas. This year's review looks at our 'Future of the UK and Scotland' project and the role we played in developing an impartial arena in which the issues around Scottish independence could be discussed and evaluated freely.



Along with our staff, our students are our most important asset. We strive constantly to provide them with a world-class learning and teaching experience and an environment in which they can thrive while undertaking their studies. The quality of that experience is reflected in the international accreditation many of our programmes achieve and the feedback we receive from the statutory bodies tasked with reviewing performance in higher education. I've been particularly pleased to note the success of the Edinburgh Award that we established in partnership with Edinburgh University Students' Association (EUSA). Our students make a massive contribution to our fellow citizens, volunteering for a huge variety of good causes across Edinburgh, and the Edinburgh Award recognises all the good work that they do when they're not engaged in the business of study.

Our students are among our greatest ambassadors and if we can instil in them those core values of giving back and contributing to society, whether that's locally or globally, then I am optimistic for the future.

Professor Sir Timothy O'Shea
BSc, PhD, FRSE



Students surveying the view across Edinburgh from Arthur's Seat.
Photograph by Imelda Mulyani Harsono

Advancing diagnosis of dementia

2015 saw the University publish the first 'brain atlas' – a digital map of the brain designed to assist researchers working in the areas of brain ageing, vascular disease and dementia. With a suite of powerful MRI and CT scanners available across the University's medical campuses – and more to be added in the coming year – scientists are capturing detailed images of the body to understand how we can prevent and treat some of the world's most challenging conditions.

The University's Dr David Dickie, working with colleagues from Professor Joanna Wardlaw's research team, based at the University's Brain Research Imaging Centre, produced the digital map of the brain particularly for their work on the brains of people over the age of 60. This tool is now being used to track how a healthy brain ages, in an effort to aid earlier diagnosis of neurodegenerative diseases, such as dementia.

"Brains are very much like faces, in that there is a wide range of what is considered to be normal," explains Dr Dickie. "By developing maps of the brain, we can quantify that range and track how the brain changes in healthy people over time."

The team is now recruiting more volunteers in order to build a robust image bank of the brain at all ages. This atlas will be used as the benchmark of healthy ageing, against which the scans of patients with disease could be compared. As well as diagnosing existing disorders, it may also help to identify the early biological changes that occur before any clinical symptoms of disease develop.

Dr Dickie continues: "Unlike most other parts of the body, it is very difficult to take biopsies of the brain, but advanced imaging is now able to show us much of what's going on inside and offer information that simply wasn't available before."

"The challenge is that people who are now aged 70 didn't have brain scans when they were 10, so we can't compare directly how their brains have changed over time. We need to build a life-long picture of the brain, and how it changes."

“ There are very real grounds for optimism. **Professor Craig Ritchie**

It is now widely recognised that the key to tackling conditions like dementia lies in earlier diagnosis and preventative treatment. The advances of 21st century medicine allow us to move on from keeping people alive for longer, towards keeping people healthy for longer. With expertise across the full range of specialisms required for the task – medicine, neuroscience, psychology and informatics – the University has a global reputation for leading the field. The benefits of this have been recognised by the award of a new PET MRI scanner from the Medical Research Council as part of Dementias Platform UK, which is set to arrive at the University in the next year.

In the case of dementia, the stakes could not be higher. The latest WHO analysis estimates that 47.5 million people currently live with dementia worldwide. That figure is set to triple by 2050. The annual health and social care costs for the condition, according to a recent study in the *British Medical Journal*, come to £11.6 billion in the UK – higher than for cancer, stroke and coronary heart disease combined.

Yet despite the fact that the road to finding effective treatments has so far proved long and unrewarding, Professor Craig Ritchie, from the University's Centre for Dementia Prevention, remains optimistic.

As the lead of a new £50 million initiative aimed at bringing treatments for Alzheimer's disease to market more quickly – the European Prevention of Alzheimer's Dementia (EPAD) project – it is easy to understand why. This new research consortium, which involves more than 36 organisations from across Europe, aims to pinpoint the early stages of Alzheimer's disease and how it leads to dementia. It will provide a platform to investigate new treatments that aim to prevent or delay the onset of clinical symptoms in people at risk of developing the condition.

Ask Professor Ritchie if he believes a cure will one day be found for dementia, and the answer is resoundingly positive.

"There are very real grounds for optimism," he says. "We are beginning to understand that the disease process of dementia begins at least 20 or 30 years before symptoms develop, and it is at that point in time that the EPAD project is aiming to intervene."

The initiative will establish a register of around 24,000 people from across Europe to create a cohort of 6,000 individuals deemed to be at risk of developing dementia. Their level of risk will be determined by cognitive, biological and clinical tests and those in the highest category will be invited to trial new, preventative medicines.

With such a rich data source the team hopes to develop models of the dementia journey, allowing scientists to spot the signposts in those who may be at risk.

So how do you solve a problem like dementia? Professor Ritchie has two proposals.

"There is good emerging evidence that we should explore both pharmacological and lifestyle interventions," he explains. "Within EPAD, we are hoping to develop treatments that will prevent the biological changes that occur in the brain while the condition is still in its 'silent' stage."

"But we must also take very seriously the role lifestyle choices have to play. Diet and exercise are crucial to good brain health and we hope to engage the public with these messages as successfully as the campaigns for tackling cardiovascular disease have done."

"What's good for your heart is good for your brain, and we believe this type of public health information could prove to be critically important in reducing the risk of dementia in the long term."



Professor Craig Ritchie (left) with Dr David Dickie, in the Clinical Research Imaging Centre on the University's Little France campus.

Rewarding student endeavour

The late summer of 2014 saw a small but dedicated group of Edinburgh staff, led by Professor Tina Harrison, Assistant Principal Academic Standards, gather to begin preparations for the institution's Quality Assurance Agency (QAA) review.

Over the course of 14 meetings and two separate visits, the Enhancement-Led Institutional Review panel met with staff and students – undergraduates, postgraduates and distance learners, in person and via Skype – to ensure a clear understanding of how the University's teaching practices are developing and innovating.

During this process one project particularly impressed the panel. The Edinburgh Award is an employability and personal development scheme established by the University with Edinburgh University Students' Association (EUSA).

The commitment of Edinburgh students to take up volunteering never fails to impress and their range of activities is vast: from taking part in charity fundraising telethons, acting as a student ambassador, to football coaching and feeding the homeless. As well as throwing themselves in to voluntary work, a great many also juggle the demands of study with part-time work. Now, through the Edinburgh Award, these efforts are recognised in a way that helps shape their careers.

"Personal, professional and intellectual growth happen within and beyond the formal curriculum," says Ms Shelagh Green, Director of the University's Careers Service. "It's essential that we use all these experiences to prepare our students for the challenging and ever-changing world that awaits them."

Prompted by the University's ongoing commitment to student employability, and the development of Higher Education Achievement Reports (HEAR), the Edinburgh Award was created to add structure to co- and extra-curricular activities. Be it part-time work, volunteering, peer-assisted learning, or student representation, University staff – the Award leaders – bring their particular expertise to each version of the Award. This flexibility contributed to the scheme's growth, which reached target numbers two years ahead of schedule.

Capitalising on a deep engagement with student support across the institution,

“ I saw the Award as a fantastic way to reflect and acknowledge the activities I do outside of the academic setting.

Mr Declan Sherridan

while students graduate with their Edinburgh Award recorded on their HEAR, the University has also fostered communities actively committed to accelerating student development.

"The Edinburgh Award has a sector-leading design and delivery model, making significant impact across the University," explains Ms Green. "It has brought career planning and employability into previously unreached areas of the University community, and student satisfaction runs at above 95 per cent."

For one fourth-year law undergraduate, Ms Chelsea Martin, the experience of undertaking the Award brought unexpected benefits.

"I definitely have more confidence in myself as a result of the Edinburgh Award," says Chelsea. "In the past, I'd portray the image of confidence, whereas now I no longer have to pretend – I really do have the confidence I need."

Chelsea worked as a LawPALS leader as part of the Law School's Peer-Assisted Learning Scheme. She helped first-year law students adapt to studying law, through weekly meetings.

"I was encouraged to do the Award by other students who had completed it previously but I was also motivated by the prestige associated with having the Award on my transcript," she explains.

For Chelsea the experience was transformative: "Self-awareness and reflection are big parts of the process. Never before have I looked so closely at myself – either to identify and talk about my strengths or to recognise and work on my weaknesses. Not only do I have more confidence in the skills that I have, but I also gained confidence in being able to state these skills on an application, knowing that I had real examples to back them up and an award to show for it."

Ancient History MA graduate, Mr Declan Sheridan undertook an internship with the University's Careers Service while completing his degree, and was also a recipient of the

Edinburgh Award for his efforts.

"I decided to do the Edinburgh Award for a number of reasons," he explains. "I realised that a degree is no longer enough. You have to maximise what you do in your spare time also. I saw the Award as a fantastic way to reflect and acknowledge the activities I do outside of the academic setting; and it was easy to complete alongside my internship."

Declan believes the process he went through to gain the Award stands him in good stead in an ever-challenging job market.

"It's great to have the recognition from the University and to know that my extra-curricular efforts are valued," he says. "But more importantly I now have the skills to really focus on self-reflection to ensure personal development. The benefits of this programme are definitely going to be long lasting."

What began as a pilot five years ago is now an integral part of the Edinburgh student experience.

"These are essential steps in best preparing our students to have the greatest benefit on society as a whole," states Ms Green. "As Director of the Careers Service, there's nothing better than hearing the stories from individual students who relate how beneficial the experience has been when applying for jobs and going for interview."

The University received the best possible outcome from the QAA's Enhancement-Led Institutional Review, which commended the Edinburgh Award, alongside other University commitments to best learning practice.

For Professor Harrison, this has been a team affair: "The successful outcome reflects the commitment of University staff and EUSA to ensuring a high-quality student experience. The overall feedback from the review team was extremely positive. The outcome also reflects the contribution colleagues have made to the review. All of this makes the successful outcome a truly collective effort."



(From left) Final-year undergraduate Ms Chelsea Martin, with Professor Tina Harrison and Ms Shelagh Green, in the University's Career Service.

Transforming ideas into enterprise

There is an enviable track record at Edinburgh of turning bright ideas into big business and the past 12 months have been no exception. In fact, they have seen the creation of a record number of companies by the University – a grand total of 44, of which 41 were start-ups and three spin-outs.

The breadth, diversity and innovative nature of research being conducted by the University means that it has practical applications throughout all walks of life – and in many cases that research has the capability to be turned into successful commercial enterprises.

This is largely thanks to the work of Edinburgh Research and Innovation (ERI) the specialist arm of the University that assists academics with what can be the challenging process of giving their expertise commercial appeal. And the service is not just for staff – students can also benefit from the backing of LAUNCH.ed, a University initiative that helps student entrepreneurs.

As for the quality of the research and its relevance to the world of business, the figures speak for themselves, with investment in University-founded companies hitting a record high. A total of £237.4 million has been invested over the past year, demonstrating the impact that the company formation activities are generating.

One such success story is that of Krotos Ltd, set up by University of Edinburgh graduate, Mr Orfeas Boteas. Orfeas studied for a Sound Design MSc in 2012, and managed to turn his final-year project into a commercial success in a very short space of time.

“My studies played a very important role,” says Orfeas. “I received very valuable advice from LAUNCH.ed which was crucial to the business. They also gave me the option to apply for a full-time internship with them, to work on commercialising my project over the summer, while providing business training as well.

“It was during this time that I incorporated Krotos Ltd and we released the commercial version of our product, Dehumaniser, in November 2013.”

“The initial support acted as a catalyst for what has become a massively successful company offering highly-skilled jobs to 20 people.

Professor Harold Haas

Dehumaniser is sound-effect software for use in film, television and video games. It was recently used as the voice of the character Ultron in the movie *Avengers: Age of Ultron*.

“Usually, making imaginary creature sounds requires the recording and processing of various animal sounds or human voices, adding them in layers in order to create the wanted sound,” explains Orfeas. “This procedure needs hours for designing a single sound effect – and money to spend on expensive software and sound libraries.

“Our software allows the production of studio-quality monster and creature sounds, in real time using your voice. You basically scream into the microphone and you make the wanted sound. There is also an iOS app version of Dehumaniser for fun!”

For Orfeas the last year has been a significant one: “In 2014 I was awarded a University Research Fellowship by the Royal Society of Edinburgh. It was a life-changing experience that provides salary and business training for a year. The University is doing a great job supporting start-ups.”

Success stories like Krotos Ltd are not just good news for the University community, they’re also good news for the wider economy. The new companies have contributed more than £140 million to the Scottish economy and helped to create 2,300 jobs, according to the independent consultancy BIGGAR Economics.

The University’s Professor Harold Haas holds the Chair of Mobile Communications and is a pioneer of LiFi technology. He is also co-founder and Chief Scientific Officer of pureLiFi Ltd, as well as the Director of the University’s LiFi Research and Development Centre. He works on light-enabled internet technology. Professor Haas calls it “technology that can communicate as well as illuminate”.

Developed in the University’s School of Engineering, LiFi technology is currently being incorporated at the home of the Golden State Warriors basketball team in San Francisco and has been backed by the University’s venture investment arm, Old College Capital. At the TED Global 2015 conference, Professor Haas demonstrated how LiFi can be used with solar cells, which could have life-changing implications for communities without existing power infrastructures.

“I have received tremendous support and encouragement from the University, both for my research and for taking forward my resulting innovations,” says Professor Haas. “ERI pointed me to the appropriate grants to apply for, and in addition, I received internal funding to build a first proof-of-concept demonstrator that led to LiFi, and subsequently to a larger project, and eventually to pureLiFi Ltd which has become the world leader in LiFi technologies.”

Professor Haas’ research group published the first proof-of-concept results demonstrating that it is possible to turn commercially available light emitting diode (LED) light bulbs into broadband wireless transmission systems. It is this kind of innovation, with backing from the University, that is now feeding back into the economy.

“The initial support was instrumental,” he reflects. “It acted as a catalyst for what has become a massively successful company offering highly skilled jobs to 20 people, and many more in the years to come.”

Since Edinburgh’s first recorded spin-out, Reynolds Medical, was established more than 40 years ago, the University has created more than 400 start-up and spin-out companies. If the visionary work of Krotos and pureLiFi Ltd are anything to go by, there will be many more in the years to come.



Edinburgh graduate and entrepreneur, Mr Orfeas Boteas in the offices of Krotos Ltd on the University’s Central Area campus.

Taking the Edinburgh experience to China

A unique biomedical partnership with Zhejiang University in China has created a Scottish university first. Health provision is one of China's strongest growth areas – one in which Edinburgh is playing a leading role. In 2015, the University announced an innovative degree partnership with Zhejiang University in the subject of integrative biomedical sciences.

Co-devised by academics from Edinburgh and Zhejiang, to reflect the range of expertise in biomedical sciences at both universities, the four-year undergraduate programme is expected to attract some 600 students over the next five years. Taught entirely in English by Edinburgh and Zhejiang academics in Haining, the plan is to attract the brightest students from China – and elsewhere.

The University's Professor Jeremy Bradshaw, Assistant Principal Researcher Development, has been instrumental in bringing the project to fruition. Having surveyed education in China for the UK Quality Assurance Agency in 2013, he was particularly impressed by a model of joint provision that involved Zhejiang.

He believes the significance of the agreement should not be underestimated: "The biomedical science degree partnership with Zhejiang University not only provides opportunities for Chinese students to gain an 'Edinburgh experience' in their own country, without the expense of relocating to Edinburgh, it also enables the two universities to learn from each other at all levels, and develop truly significant joint research, in a long-term partnership that will outlast the typical life span of international research collaborations."

Edinburgh's Professor John Stewart is leading Edinburgh's involvement in the project and highlights the fact that every aspect of the course has been developed in a collaborative way.

He says "The University of Edinburgh is not just taking courses that are delivered in Edinburgh to China and delivering them there. Rather, we are developing this new programme to suit the needs, requirements and aspiration of the students in Zhejiang.

“As well as staff based permanently in Zhejiang, we will utilise ‘flying faculty’ who will spend shorter periods on campus and provide their particular expertise to students.

Professor John Stewart

"As well as staff based permanently there, we will utilise so-called 'flying faculty' – who will spend shorter periods on campus and provide their particular expertise to students. Additionally, we will make use of Edinburgh's enviable online learning capability, which successfully delivers tuition at a distance."

The new degree programme will offer a curriculum reflecting the full breadth of biomedical science, including infectious diseases, neuroscience, pharmacology, physiology and reproductive biology. In a country where the discipline of biomedical sciences is new, Professor Bradshaw believes Edinburgh offers something valuable for the future.

"As medical research develops in China, it will become increasingly important to have suitable undergraduate programmes to provide the research-competent graduates that the growth will require," he explains.

While this degree is new, the tradition of Edinburgh's medical expertise being put to good use in China is not. In 1881 David Duncan Main, an Edinburgh medical graduate arrived in China and started work in the 1,300-bed hospital at Hangzhou College. By the time he left China 45 years later, he had established at least 30 medical and welfare institutions, as well as providing medical training to hundreds of Chinese men and women, and translating a number of English-language medical texts into Chinese.

For Professor James Smith, Edinburgh's Vice-Principal International, the Zhejiang partnership follows in the best traditions of Edinburgh's ability to connect with people around the world.

"Working with international partners is absolutely critical," he states. "It extends the reach, quality and impact of both our

teaching and research and allows us to scale up our activities and undertake fresh initiatives that we simply cannot complete by ourselves. Developing high-value partnerships lies at the heart of our global engagement, and the Zhejiang project points the way as to how that can be achieved."

The Zhejiang partnership is not without its challenges, concedes Professor Stewart, but he believes all obstacles will be overcome. "The recruitment processes, degree award and classification and many other matters are different between China and Scotland, as are the general cultural and educational systems. However, I see the fact that we come to the table with very different experiences as a great advantage, and there is tremendous enthusiasm on both sides to make this a success."

China is a country with which Edinburgh's engagement levels are rising, and 2015 saw several other developments for the University. One of the most significant was the establishment of a new office by the University's Edinburgh Centre for Carbon Innovation (ECCI) in Hong Kong.

Scotland's First Minister, Nicola Sturgeon, officially opened the Centre at the Hong Kong Science and Technology Park as part of a Scottish Government trade mission. The new Centre will enable low-carbon experts to develop solutions to some of the biggest challenges facing mankind, including air quality, energy efficiency and sustainable construction.

Meanwhile, work is already under way to develop other programmes with Zhejiang. The agreement with the Chinese Ministry of Education provides for a second undergraduate programme to be delivered jointly, while discussions are also taking place to establish joint MSc and PhD programmes in the near future.



Vice-Principal International, Professor James Smith (left) with Professor Jeremy Bradshaw in Edinburgh's Confucius Institute.

Providing a forum for thought

On 18 September 2014, the people of Scotland were asked a question: Should Scotland be an independent country? Behind this deceptively simple formulation lay arguably the most important proposition put to a country of the United Kingdom in centuries.

Amid a tangibly heightened atmosphere sweeping Scotland, the University carefully carved out an important arena where the issues around independence could be discussed and evaluated freely.

"Political parties and the media couldn't do that," says the University's Senior Vice-Principal and Professor of Politics, Charlie Jeffery. "They were all seen by the public as being on one side of the debate."

To that end, in the year leading up to the referendum on Scottish independence, Professor Jeffery led the Future of the UK and Scotland project. Funded by the Economic and Social Research Council and involving academics from several other Scottish universities, the project was tasked with unpicking some of the knotty issues around independence. Academic rigour from the University's Schools of Law, Education, Business and Social & Political Science was brought into areas previously dominated by political spin.

The project's results were communicated in a number of ways. The Future of the UK and Scotland website featured regular blogs analysing breaking news around the referendum in short bursts of accessible non-academic language. A Massive Open Online Course (MOOC) about the vote was established. Public events were held. An e-book explaining the issues was published in conjunction with the David Hume Institute and the Hunter Foundation.

Crucially these activities were valued equally by both sets of campaigners, as well as the public. Both campaigns expressed gratitude for the work. The blog built up an audience of hundreds of thousands. Nearly ten thousand people took part in the MOOC. The e-book was downloaded more than 100,000 times.

“There is a role for academic institutions here, and a real opportunity to reach beyond the policy debate and become a useful platform for public engagement.”

Professor Charlie Jeffery

The media were strategically engaged by the University, which became the destination of choice for more than 700 journalists looking for expertise and authoritative comment in the months preceding the referendum. Academics from Schools and departments as varied as Divinity, History and English Literature were sought out.

Via outlets ranging from *The New York Times* to Al Jazeera, the University provided insight to tens of millions of people, giving the University's activities "the widest global reach for any social science initiative in the world," according to Professor Jeffery.

Following the 2014 referendum the University's vital role in examining public policy continues.

"The independence referendum didn't end the constitutional debate; it kick-started a new one about reforming the UK," says Professor Nicola McEwen, Associate Director of The Centre on Constitutional Change at the University. Located in the School of Social & Political Science, the Centre is continuing the work begun by the Future of the UK and Scotland project. It is examining such issues as English Votes for English Laws, the Smith Commission and the resultant Scotland Bill, further devolution for Wales, and how a federal UK might operate. Given the speed at which these constitutional issues have arisen, the Centre provides a crucial space for consideration and debate.

"The academic community is playing a vital role in saying 'hang on'," says Professor McEwen. "We need to ask what all this means in practice. It is really important that there is a centre and group of people that are given the time to reflect upon these things and disseminate that message beyond party politics."

Professor McEwen sees the Centre's role as one of a broker. It is providing experts to give evidence at influential committees in Holyrood, Westminster, and Brussels, as well as helping civil society and the public understand the issues at hand.

Another impending constitutional issue is the referendum on the UK's membership of the European Union. An initiative called European Futures is the University's response. Led by Professor Laura Cram, the European Futures blog provides a forum for Europe-wide discussion.

"For many academics this is the moment when all their years of research suddenly becomes very important," says Professor Cram. "There is a huge wealth of really exciting research that has already tackled some of the major issues. European Futures is a real opportunity to inform people. We want to make them feel confident as they vote on this issue."

Like the Future of the UK and Scotland, the European Futures project will commission research on specific topics related to the EU referendum. It will also use special software to track how the debate is unfolding on social media. Whatever the result, the University will continue to facilitate discussions about the major political forces that shape our lives for the benefit of both policymakers and the public.

"We face major political challenges, some of which are beset by hard positions that don't necessarily provide the ordinary citizen a way of judging between them," says Professor Jeffery. "But there is a role for academic institutions here, and a real opportunity to reach beyond the policy debate and become a useful platform for public engagement."



Professor Nicola McEwen (left) with Professor Laura Cram, in a committee room within the Scottish Parliament.

Delivering big data solutions

If the future is to be shaped by the dizzying amounts of data people produce, then history suggests Edinburgh will be uniquely placed to harness the benefits. For 50 years the institution has led many advances that have shaped the computer age. Now its researchers are part of a UK-wide initiative that seeks to draw meaning from the explosion of digital output and realise its economic potential.

The new venture, named after the computer pioneer and code-breaker Alan Turing, focuses on ways of collecting, organising and interpreting large sets of digital information – commonly known as big data. Based at the British Library, the Alan Turing Institute will draw on Edinburgh's expertise in computational, mathematical and social sciences.

In 2015 it was announced that the Institute will be headed by Edinburgh alumnus, and former computer science researcher at Edinburgh, Professor Andrew Blake. Its aim is to make breakthroughs that will produce new algorithms – step-by-step sets of operations – that are needed to address real-world problems.

The Institute is backed by £42 million of UK government money and £10 million from Lloyd's Register Foundation. Each university involved – Cambridge, Edinburgh, Oxford, UCL and Warwick – will contribute £5 million. Government Communications Headquarters (GCHQ) and Intel Corporation have also announced their intention to become partners. With backing from the Engineering and Physical Sciences Research Council (EPSRC) it will develop strategic links with industry and commerce, seek to improve cyber security and train the next generation of data scientists.

The idea that universities should be drivers of economic growth as well as game-changing research is a familiar one, but the digital revolution takes these aspirations to new heights. Google Chairman, Eric Schmidt put it eloquently in 2010 when he estimated that between the dawn of civilisation and 2003, humankind had created five billion billion bytes of information – a total that is now produced every two days. With this flood of data – most of it unstructured, much of it incomplete and some of it wrong – comes a demand for meaningful analysis and heightened expectations from companies.

“ We are creating the new methodology of data science.

Professor Richard Kenway

The University's Professor Richard Kenway, Non-Executive Director of the Institute and Vice-Principal High Performance Computing, urges caution. "Data science has a vast amount of promise, but we mustn't get carried away and take at face value what data appears to be telling us," he says.

"We need a deeper understanding of the underlying mechanisms and, from this, new algorithms. Data only describes what has already taken place – we can't guarantee that the future is going to resemble the past."

This mission to produce insights, services and products is as far-reaching as the data itself, but Edinburgh scientists have faced similar challenges before. Artificial intelligence pioneer Professor Donald Michie – a wartime colleague of Alan Turing at Bletchley Park – assembled his fledgling research group at Edinburgh in the 1960s.

Before long, this remarkable polymath – with degrees in anatomy, genetics and biological sciences – was helping to bring about the world of robots, computer games and search engines. Professor Michie's multi-disciplinary approach and willingness to engage with business – to say nothing of his visionary genius – would sit well in the Institute that bears his friend's name.

By the time computers had become an indispensable research tool in the 1980s, Edinburgh was ready to up the stakes. An emerging generation of physicists – among them Professor Kenway – was ready to exploit a new type of computation that was creating previously unthinkable opportunities. Parallel computing – which enables many calculations to be completed simultaneously on different microprocessors – was precisely what the worlds of industry and commerce were waiting for.

In the next decade, as the World Wide Web began its spectacular ascendancy, Edinburgh was again in the vanguard, becoming a key player in the emerging field

of e-science. Scattered networks of scientists, working across continents and different disciplines, used a turbo-charged computational network called the Grid to turn shared data into knowledge. Once more, business liked what it saw.

Standing still was not an option. Edinburgh became the home of the UK's first super computer HECTOR in 2007, and this honour was re-established with the placing of its successor, ARCHER, in the hands of the University's EPCC researchers in 2014. Capable of more than one million billion calculations a second, the £43 million ARCHER system provides high performance computing support for a range of research and industry projects and is number one in the UK, and 40th in the world, in terms of raw computational performance.

Among the Alan Turing Institute's earliest projects is a collaboration with supercomputer manufacturer Cray and the EPSRC to upgrade ARCHER's analytics capability.

The Institute's joint programme with Lloyd's Register Foundation will develop data-centric applications in engineering to enhance safety at sea, on land and in the air.

Plans are also under way to work with GCHQ to develop data-analysis methods that can be applied in open access and commercial environments.

For Professor Kenway, such projects demonstrate the breadth of the challenges ahead. "We are creating the new methodology of data science," he says.

"The data scientist is more akin to an Olympic pentathlete than an elite runner who focuses on a single event. He or she – like Donald Michie – will have to excel in a range of disciplines."



Vice-Principal High Performance Computing, Professor Richard Kenway, at the ARCHER facility, housed at Edinburgh's Technopole.

Informing deaf education policy

Since 1760, when Thomas Braidwood opened the UK's first school for the deaf in Edinburgh, the city has played an important role in the history of deaf education. By 2005 the work of British Sign Language (BSL) pioneer Dr Mary Brennan had firmly established Moray House School of Education as a leading institute for deaf studies, but her legacy was to be greater than that.

In 2000 Dr Brennan established *Achievements of Deaf Pupils in Scotland*, a comprehensive national survey of deaf children's educational progress and attainment. Funded by the Scottish Executive Education Department and based in the Scottish Sensory Centre in Moray House, the project carried out annual surveys of deaf children in Scottish schools. Reviewing 2,000 pupils over five years, Dr Brennan compiled the largest database of its kind.

Recently the research baton was taken up, following the sad death of Dr Brennan in 2005, by an Edinburgh team, who obtained a three-year grant from the Nuffield Foundation to analyse and follow up on her findings.

Led by Ms Rachel O'Neill, lecturer at Moray House, with Professor Marc Marschark of the Rochester Institute of Technology in the US and Moray House colleague Ms Julie Arendt, the team contacted as many of the participants of the original study as they could, through schools, the media and an online questionnaire in both English and BSL, to ask about their school experiences, progression into training, further and higher education, volunteer work and their current activities. The team also contacted the parents of those children still in the school system, to find out about any parental support they had received.

Their findings were later to be examined by the Scottish Education and Culture Committee, as part of a Scottish Government inquiry into educational attainment gaps.

"The National Deaf Children's Society has always been keen that Parliament recognises the achievement gap between deaf and hearing children as something which

“ The National Deaf Children's Society used our research to push for a parliamentary inquiry, and our findings also fed into that.

Ms Rachel O'Neill

should narrow," explains Ms O'Neill. "The Society used our research to push for a parliamentary inquiry, and our findings also fed into that."

The team's results showed that those who had attended a resource base or deaf school had a wide range of communication choices available to them, while those who had attended mainstream schools were very unlikely to use sign language. In a resource base school, deaf children receive intensive support for literacy, spoken language development and signing, while such support is still unusual in mainstream schools, where it's rare that teachers have BSL skills.

The British Sign Language (Scotland) Act 2015 sees the status of BSL upgraded from a recognised minority language to a language in its own right in Scotland and is likely to lead to commitments from the Scottish Government for more BSL training for teachers.

For Ms O'Neill there is also a direct need for the range of teaching styles to be widened.

"To eliminate any linguistic delay we have to ensure that all deaf children aged 0-5 develop a language, whether that be speech, sign or both," she explains. "These years are crucial language-learning years. If a child fails to develop a means of communication during this time they will have a smaller vocabulary and this makes reading harder, even though there is nothing wrong with the child's cognitive ability."

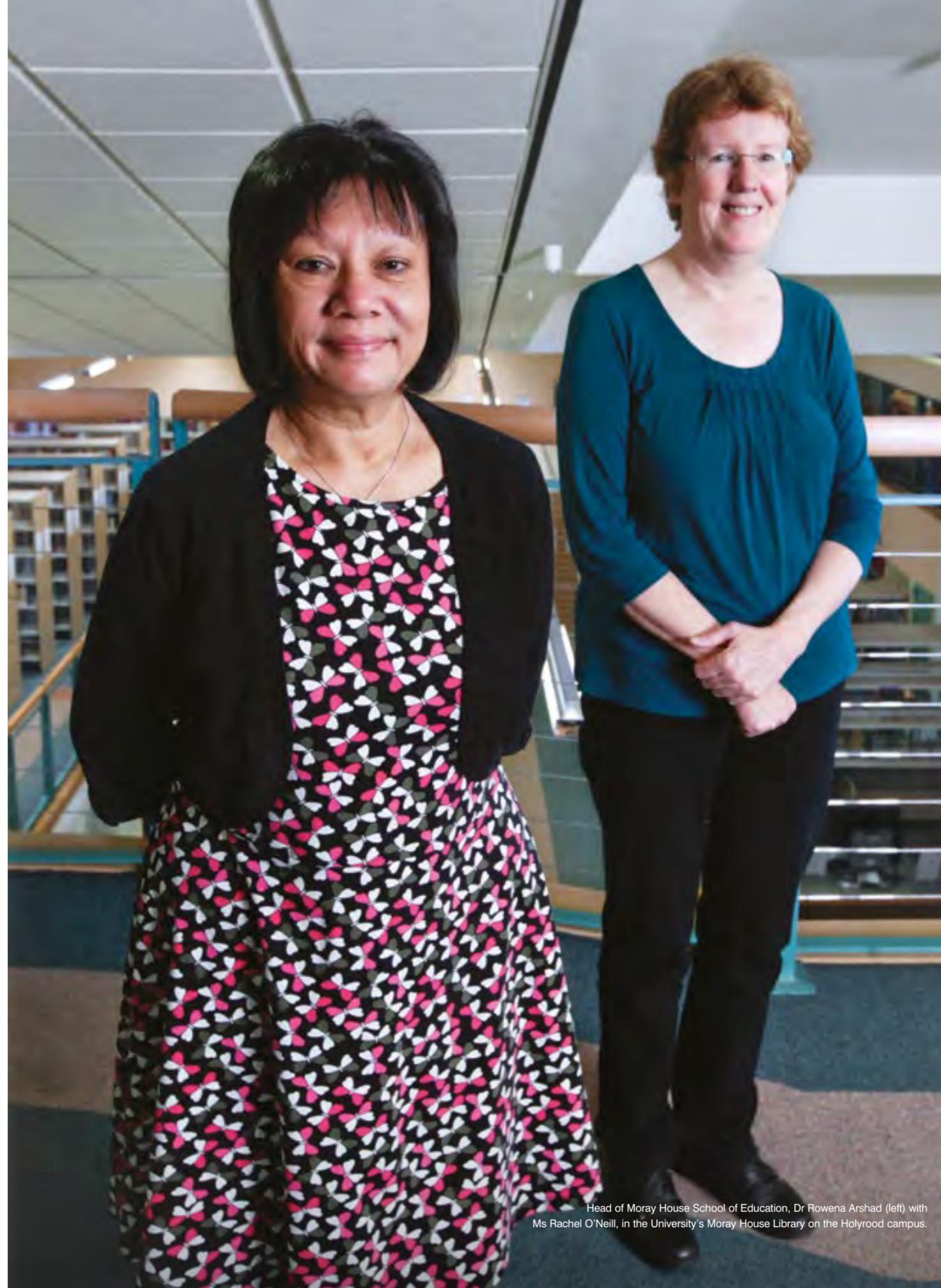
The importance of early development of a language is further underpinned by the team's findings that children with mild hearing loss are often overlooked in schools, resulting in academic achievement no

different from that of profoundly deaf children. The research points to a need for local authority services for deaf children to build relationships with parents of all deaf children, mild to severe, to encourage the best possible language development in the early years.

The majority of deaf children develop speech and lip-reading skills, but BSL is also used, by more than 12,500 people in Scotland. Like any language, it is constantly evolving with its own vocabulary and grammar. The BSL Glossary Team at the University's Scottish Sensory Centre, working with deaf subject experts, have collated and devised more than 1,000 curriculum terms and definitions that are used by signing pupils, teachers and interpreters across the UK.

Other recommendations put forward in the research team's report include more targeted and tailored support for parents, better information and knowledge for young deaf people, improved classroom acoustics in all schools and developing enhanced awareness in teachers.

With Dr Brennan's legacy research and the ongoing work of Moray House education experts, the spotlight on deaf education for Scottish policymakers has never been brighter. Head of Moray House Dr Rowena Arshad sums up: "If we are serious about inclusion and getting it right for every child, a good place to start is increasing communication and cooperation between parents, teachers, education authorities and researchers to arrest these disparities. The principle has to be about needs and not numbers."



Head of Moray House School of Education, Dr Rowena Arshad (left) with Ms Rachel O'Neill, in the University's Moray House Library on the Holyrood campus.

Safeguarding next-generation banking

In 2015 academics from the University's Business School made headlines with a pioneering prototype that could transform the way banks lend money. The 'intensity model', developed by Professor Jonathan Crook and Dr Mindy Leow, may enable lenders to more accurately predict when and where borrowers are most likely to fall behind on payments.

"For many years, our research has tried to address problems that banks and other types of lenders face," says Professor Crook. "This 'intensity model' has evolved from earlier programmes of study that stretch back to the 1990s."

Traditionally, when a customer applied for a credit card, banks used data gathered from their application to predict the likelihood of defaulting – missing three payments – within a fixed timeframe. This was revolutionised in the 1990s with the 'survivor model', which predicts not only if a person will default, but in which particular month it is likely to take place. The new generation intensity model devised by Professor Crook would not only predict if and when a borrower will default, but could also predict the likelihood of any individual account falling behind just once or twice, and the ability of making catch-up payments, on any given month.

The intensity model is not a new phenomenon. It has been used by statisticians as a means of explaining past financial activities, rather than predicting the future of individual accounts. Professor Crook is the first to use the model in this way.

"We are going under the bonnet of credit card banking here," explains Professor Crook. "And right now we are working to introduce macro-economic variables, such as interest rates, house prices and unemployment rates into the model."

"This may allow banks to more accurately stress-test their portfolio to ensure they are retaining enough capital to protect depositors, ultimately reducing the risk of getting into difficulties in the event of a future financial crash."

“Because we work so closely with numerous financial organisations... many PhD students, are offered high-calibre jobs with them.”

Professor Jonathan Crook

A further benefit will come into play from 1 January 2018, when a new international accounting standard requires banks to set provisions aside for every loan made in case it doesn't repay.

"The provision is usually included in the interest rate," Professor Crook explains. "However, if the risk increases after the loan has been made, intensity models can reassess what will happen during the life of the loan far more accurately than models being used today."

The intensity model is good news for borrowers too: "If the risk of you missing a payment is more accurately assessed, your credit limit and interest rate will more truthfully reflect that risk. Someone that has a very high probability of missing a payment would typically be charged a higher interest rate, and people with low risk will be charged a lower one."

Professor Crook developed the idea of using the intensity model to make predictions with Dr Mindy Leow, a former post-doctoral fellow who has now taken a position with a leading bank. Professor Crook says this is not unusual.

"Because we work so closely with numerous financial organisations – sharing our ideas and providing consultancy support – many of the brightest minds, including a number of my PhD students, are offered high-calibre jobs with them in order to develop their concepts more competitively."

As part of his role as Director of the University's Credit Research Centre, Professor Crook and colleagues organise a bi-annual Credit Scoring and Credit Control Conference. Now in its 26th year, the event drew more than 400 delegates from 39 countries to Edinburgh in 2015.

"The conference is the only one of its kind in the world," he says. "Most industry conferences are run by a specific company, talking about their own developments. Ours is open for anyone to present new ideas. This attracts all sorts of industry leaders – regulators, statisticians, credit bureau professionals and academics – and stimulates many lively and useful debates."

After the application of the statistical theory was initially made public in the *European Journal of Operational Research* in 2014, Professor Crook presented an enhanced version of the model to delegates at the Edinburgh conference in August. Reaction has been incredibly positive, although not overtly so.

"In private conversations, banks and other lenders have been very impressed," Professor Crook explains. "But due to the extreme secrecy around credit risk models, and the need to ensure competitors are not aware of each other's plans, we can't reveal anything further on the matter at present."

While the intensity model heralds a better, fairer mode of lending and borrowing money, in reality banks will have to make millions of pounds of investment to implement the findings. There are also organisational hurdles to overcome before a model such as this one can advance.

"Changing something so fundamental to a bank needs approval at many layers. And as the stakes are so high, it will take time for decisions to be made," says Professor Crook. "Our model offers huge opportunities, and if lenders are willing to be courageous and imaginative, the UK could pave the way for more effective and accurate credit risk assessment."



Dr Mindy Leow with Professor Jonathan Crook, outside the Bank of England, London.

Reaching out to inspire school pupils

How can we weigh the Earth? Fingerprint the structure of a molecule? Grow baked beans? These are questions that University of Edinburgh students and researchers have been taking to classrooms, as part of outreach projects to forge links between the University and local schools.

One pioneering scheme, the GeoScience Outreach and Engagement programme, organised by Dr Jenny Tait, lecturer in the School of GeoSciences, sets a challenge to final-year undergraduate students, to develop projects for five- to 17-year-old pupils, in schools around Edinburgh.

“Our undergraduate students are working in partnership with school teachers to develop projects which are educational, fun and engaging,” explains Dr Tait.

Teaching materials are designed by the students in line with the Scottish Government’s Curriculum for Excellence – a model that aims to ensure all children develop the knowledge and skills they need to flourish in life, learning and work.

“I continue to be amazed with the creativity the students show in developing projects,” reflects Dr Tait. “We’ve had everything from hands-on geology, where school pupils get to see a sample of a meteorite, to students explaining the importance of honeybees to school pupils.”

The programme has proven successful in improving students’ career prospects. “Around 40 per cent of our students have found employment as a result of, or related to, their outreach project,” says Dr Tait.

One final-year undergraduate Meredith Adams found the course rewarding and innovative. “It allows students to think creatively, positively contribute to the Edinburgh community, and develop workplace skills,” she says. “I’d recommend the course to anyone looking to try something a little different.”

An Edinburgh PhD student who combined her passion for research with an outreach programme is Ms Nicholle Bell, who introduced the Royal Society of Chemistry’s Spectroscopy in a Suitcase scheme to secondary schools across Scotland. The project brings research-level equipment into schools, to facilitate the teaching of spectroscopy – a technique used in all analytical laboratories, such as forensics, to identify and analyse chemical compounds.

“This work not only engages and empowers young people from disadvantaged backgrounds, it also provides a rich learning and research environment for creative University students.”

Ms Dee Isaacs

Nicholle developed a scheme for teachers to borrow the equipment and worked with them to enhance the learning experiences or pupils taking Advanced Higher Chemistry. The scheme, now run by a team of chemistry PhD students, has trained more than 230 teachers and has seen 2,000 pupils experience and learn from the kit.

For Nicholle, it has been encouraging to see how the scheme has increased enthusiasm for the subject of chemistry: “It’s amazing how this kit – and yes it comes in a suitcase! – has been so enthusiastically received by teachers and pupils. Initiatives to raise attainment in Scottish schools are about increasing learners’ ambitions and aspirations. This scheme takes real analytical techniques to pupils, inspiring them to pursue a potential career in chemistry.”

Working with music in marginalised communities has been the motivation for Ms Dee Isaacs, a lecturer at the University’s Reid School of Music. Over the past 14 years, seven music theatre projects have been devised by her Music in the Community project, involving primary school children from areas of deprivation in Edinburgh. Projects have taken place in creative hubs such as the National Museum of Scotland and the University’s Talbot Rice Gallery as well as in the Royal Botanic Garden, Edinburgh. Ms Isaacs believes that prolonged engagement with the arts helps children gain in confidence and self-esteem.

“Large-scale immersive arts programmes create a real impact on children,” she says. “They can change the perception of the importance of the arts in school curriculums. Our productions with professional artists and production teams have the highest artistic standards, and it’s a collective endeavour that is transformative. Students give huge energy towards this kind of work because they see the value of it, both on a personal level and for their futures.”

Ms Isaacs ensures that the projects align with the vision of the Raising Attainment for All programme, launched by the Scottish government in 2014, which aims for each

child in Scotland to enjoy an education that encourages them to be the best they can be, and provides them with a passport to future opportunity.

But for Ms Isaacs, this is no one-way street: “This work not only engages and empowers young people from disadvantaged backgrounds, it also provides a rich learning and research environment for creative University students.”

Encouraging aspirations for higher education is the motivation for the University’s Dr David Ward, a philosophy lecturer who, with a team of volunteer postgraduate philosophy students, and colleagues from Moray House School of Education, presents some of life’s biggest questions to classrooms to help pupils cultivate skills for constructive debate.

Research themes of Edinburgh’s philosophy department – rated second in the UK in the 2014 Research Excellence Framework – feed into these school workshops, which also align with the Scottish Government’s Curriculum for Excellence.

“A growing body of research shows the positive impact that philosophical discussion in the classroom has across the whole curriculum, through helping pupils to articulate views and understand others sympathetically,” explains Dr Ward.

The focus for the philosophy outreach work is with secondary schools in Edinburgh, particularly those with a low progression record.

“Some of the questions we have explored to encourage critical thinking are: ‘Can war be the morally right thing to do? Can a robot ever be your friend? Can you really blame someone for doing the wrong thing?’” says Dr Ward.

“Working with school groups, we get reactions to the material which are very different to the university classroom and this in turn enhances teaching experiences for our young scholars.”



Dr Jenny Tait (left) with final-year undergraduate Meredith Adams, outside the Institute of Geography.

The EUSA Teaching Awards 2014–15



Edinburgh University Students' Association has been rewarding Edinburgh staff with its special Teaching Awards, each year, since 2009. The awards recognise the teachers, support staff and peer support leaders who make an enormously positive impact on students' learning experiences.

This year a student panel sifted through 3,000 nominations to select their winners, who received their awards at a student-organised ceremony in April 2015.

Here we celebrate these staff achievements and share some of the details of what made them winners, from the transcripts of nominating students, who felt strongly enough to put into writing what a difference the staff had made to their Edinburgh experience.



Best Personal Tutor Award

Winner: Dr Alison Koslowski, School of Social & Political Science
"She has taken the time to understand me and how she can best support my education and experience here at Edinburgh. Alison has confidence in me and it's motivating me to study hard for exams. It's incredible to feel like someone has your back here at university and I know that she will always do her absolute best to help whatever situation I find myself in."



Best Feedback Award

Winner: Dr Lynne Copson, Edinburgh Law School
"She routinely gives over a page long of feedback, explaining strengths, weaknesses and ways of improving. She gives students additional opportunities for feedback with informative assessments. Her feedback has helped me achieve the highest grades I've ever received and helped me get the most out of this course."



Best Student Who Tutors Award

Winner: Dr Ahmad Al-Remal, School of Engineering
"He took so much of his free time to write guides on how to approach the tutorial questions and teach us the best practice, and was always willing to reply to any further queries. He was keen to participate in a revision session organised by Class Reps and was always willing to give us the broader picture – not just how to do a question but what it implies in real life."



The Ian Campbell Award for Teaching in the Humanities and Social Sciences

Winner: Dr Emile Chabal, School of History, Classics & Archaeology
"He runs extra source workshops besides our seminars, which are always so interesting, and is very proactive in ensuring we have easy access to the best resources and books for our course. He's also trying the new – and I am told radical – approach of not having an exam at the end of the course which I like as it reflects far more of our learning."



Best Learning Community

Winner: Ms Muireann Crowley, School of Literatures, Languages & Cultures
"She has worked tirelessly on a multitude of brilliant projects that have brought postgraduate researchers together not just from the departments within LLC, but across the College of Humanities & Social Science. She has led many projects and she has also been heavily involved in representing postgraduate students on various committees."



The Award for Teaching in Veterinary Medicine

Winner: Dr Gurå Bergkvist, The Royal (Dick) School of Veterinary Studies
"She shows an unprecedented level of excitement for the topics she lectures on. She has constructed videos for us as a means of review and is very friendly to talk to and approachable with any questions the student may have. She encourages respect and gives clinical examples in class that both contribute to employability in the future."



The Kendell Award for Teaching in Medicine

Winner: Professor Jamie Davies, School of Biomedical Sciences
"He made the material interesting and easy to understand, whilst asking us to think about the possible theories and reminding us to exercise caution when researching or reading others' research papers. He also went out of his way to provide extra learning materials, which are extremely helpful."



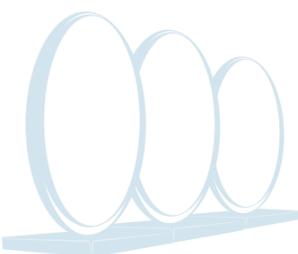
Best Course Award

Winner: Dr Malcolm Craig, School of History, Classics & Archaeology (for: The Nuclear Cold War in Policy and in Public, 1945–1989)
"I loved how every week was different and you never quite knew what was going to happen. For example we were asked to act as policy makers in a nuclear war simulation and write a 'last order' to be locked on a nuclear submarine. We could give anonymous feedback on the course and Malcolm wrote an informative weekly blog entry in which he reflected about each week's class."



Supporting Students' Learning Award

Winner: Ms Yvonne Hodgson, Student Disability Service
"Yvonne has been a constant companion throughout my university journey. She has helped me work through very difficult times, sometimes arising from my own health obstacles as a disabled student. She has also been there to celebrate achievements."



Review of the year

Our Review of the year showcases a selection of the highlights from the University year 2014/15. The past year has been a busy and eventful one in which the University has been much in the spotlight as it continues to make new advances in research, teaching and innovation.

August

Old College quad illuminated by film

The Old College quad was transformed into an open-air cinema in August for a week-long series of film screenings. As well as enjoying the atmospheric surrounding of the Old College, festival-goers had the opportunity to bring a picnic and watch classic films under the stars on the quad lawn. There were themed evenings throughout the week, including a night dedicated to films directed by the Coen brothers, an Edinburgh-themed evening with Danny Boyle's infamous *Trainspotting*, dark comedy *Restless Natives* and romantic comedy *One Day*. There were also free family matinees showing *Shrek* and *How to Train Your Dragon*. Short films by ECA students were also screened each evening.

September

India and South Asia Week celebrated

A week of celebrations began with a vibrant dance and music performance by the Edinburgh Bhangra Crew. Other events included a photography exhibition by Hermann Rodrigues examining the integration into wider society of Asian ethnic groups in Scotland, and the University's Centre for Research Collections display of its rare manuscripts from the Indian subcontinent. A highlight of the week was a lecture by Lord Meghnad Desai MP, recipient of the Padma Bhushan, who delivered a lecture entitled 'India in South Asia: the unfinished agenda'. Edinburgh's annual Namaste party provided an opportunity for new students from India and South Asia to meet fellow students and staff. The week concluded with the Muslim festival, Bakri-Eid, with a grand biryani dinner organised by the Centre for South Asian Studies, the India Institute, the South Asian Students Association and the University's International Office.

October

Football MOOC launched

Football – More than a Game is a successful six-week online course, first run in October 2014, which examines football's ability to bring people together, improve lives and raise educational attainment. The Massive Open Online Course, or MOOC, open to everyone, involved a mix of teaching styles, including video presentations, online debates and discussions about the most popular sport on Earth. Topics covered club rivalries, corruption and politics with one section of the course given over to Didier Drogba and his contribution to the peace process in the Ivory Coast. Developed in conjunction with the Homeless World Cup, contributors included TV presenter Alan Hansen and Homeless World Cup founder Mel Young. World Cup winner Pelé, who received an honorary degree from the University, also made an appearance.

November

First World War remembered

University staff and students took part in a range of events to mark 100 years since the outbreak of the First World War. The events, which will continue to take place over the next four years, aim to offer fresh insight into the conflict and reflect on the impact of the Great War on the people of Scotland and the wider world. November brought a new exhibition, 'War and Deeds, Weapons and Wounding' developed by Ms Yvonne McEwen, exploring women's role in warfare. Professor Jolyon Mitchell introduced a screening of *Wooden Crosses*, a film chronicling the life of a student in the trenches, and Edinburgh University Music Society concert reflected on themes of war and peace through music – from Haydn's interpretation in the 18th century, to Edinburgh composer Ken Johnston's in the 21st.

December

Research Excellence Framework results revealed

Edinburgh's position as one of Britain's leading research universities was reaffirmed by the results of the 2014 Research Excellence Framework (REF). The REF placed Edinburgh as Scotland's top-ranked research institution, with each of the University's three Colleges having at least one research area ranked top in the UK. The results revealed that 83% of the University's research activity is in the highest categories – 4* and 3* – which are classified as 'world leading' or 'internationally excellent'. Based on the quality and breadth of its research, Edinburgh has been rated fourth in the UK. Shortly after this announcement, the University's reputation as a world-leading institution was also reaffirmed when it came 29th in the *Times Higher Education* World Reputation Rankings, which surveys the top 100 most powerful university brands.

January

Scholarships for young scientists announced

Some 70 students from around the world will be able to study for undergraduate degrees at the University thanks to a new scheme, funded by global logistics company Deutsche Post DHL through the DHL UK Foundation. The initiative is intended to support aspiring young people of limited means to pursue a world-class education in science. These young talented scientists and engineers of the future will benefit from a £750,000 scholarship fund. Students selected to take part may also benefit from placement opportunities and exchange programmes at DHL's UK business divisions. Students who qualify for the scholarships will receive £2,000 each year for up to five years of their course. The scheme is scheduled to support 14 or 15 science and engineering students each year, and will operate for 10 years in total, beginning in autumn 2015.

August



November



October



September



December



January

Review of the year

February School playground transformed

Edinburgh's smallest playground was transformed when University staff and students gave it a major overhaul in early spring. Working with parents and teachers from Preston Street Primary School, and environmental charity and social enterprise Greenworks, they created new places to hide and climb, and added a splash of vibrant colour to the playground. A team from the Edinburgh School of Architecture and Landscape Architecture and Moray House School of Education were challenged to design and implement a range of creative renovations in one week, as part of Innovative Learning Week, a week-long programme of events that replace regular timetables with opportunities for students to develop new skills, prepare for employment and work in the community. The students worked together to build a range of outdoor furniture and play equipment, based on a wish list created by pupils.

March Future of fashion previewed

Space-age holidays, old family photographs and vintage Parisienne couture provided some of the inspiration for the University's fashion students, whose designs were showcased in the Edinburgh College of Art's SHOW 2015. The College's sculpture court was transformed to provide a striking backdrop for the seven multimedia catwalk shows, giving local audiences the chance to see the work of some of Scotland's most talented new designers. Fashion students at Edinburgh College of Art are the only ones in Scotland to showcase their work on the catwalk at the annual Graduate Fashion Week in London. In 2013, final-year student Lauren Smith was awarded one of the world's top awards for graduates at London Fashion Week, the Graduate Fashion Week George Gold Award for best collection.

April £25.7 million funding boost secured

A £25.7 million investment by the UK Government will enable the University to create a new biology complex with world-leading laboratory space for 350 researchers, and establish a new Centre for Tissue Repair. The two projects were the only Scottish bids to secure funding in a fiercely competitive round of awards from the UK Research Partnership Investment Fund. More than £50 million has been leveraged from industry, charity and philanthropic funds to double-match the investment. £15 million will help to create a research complex that integrates three research areas: infection and global health, synthetic biology and epigenetics. The new biology complex will also include facilities for community engagement. £10.7 million will enable the creation of a Centre for Tissue Repair, bringing together experts in inflammation and scarring, and tissue regeneration.

May Secrets of espionage uncovered

The twists and turns of espionage throughout history were examined and celebrated during a literary Spy Week at the University in May. Screenings of classic spy films, including adaptations of Graham Greene's classic espionage novels, took place at Edinburgh Filmhouse, with introductions from Edinburgh department of English literature staff. Academics also examined the place of secrecy in our social lives and the role of fiction during and after the Cold War. Scots-born spy novelist Charles Cumming, who studied English literature at the University, and was awarded the Crime Writers' Association Ian Fleming Steel Dagger in 2012, also gave a talk. The week was organised in partnership with the National Library of Scotland, Edinburgh Filmhouse, and Blackwell's Bookshop. A Publish Your Own Spy Fiction workshop by best-selling writer Tim Stevens, the author of 14 espionage thrillers, was particularly well attended.

June World-class sporting stars welcomed

A world champion, an archery star and one of Britain's most successful hockey players joined the list of sporting greats in the University's Sports Hall of Fame. Swedish orienteering world champion Linnea Gustafsson was the first international student to be inducted into the Hall of Fame. Joining her in June were European archery champion Naomi Jones, who took up the sport while a student at the University, and hockey player Stephen Dick, who has 149 caps for Scotland and Great Britain and has scored more than 25 goals during his international career. The Hall of Fame newcomers were welcomed by the Principal, alongside current students and fellow athletes, at the University's annual celebration of sporting excellence, the Blues and Colours sports dinner.

July Mysteries of deep space unveiled

New images of deep space are helping shed light on dark matter, the invisible material that accounts for more than 80% of all the matter in the universe, but is little understood. The images are the first from an international project, co-led by staff in the School of Physics & Astronomy, which seeks to understand how much dark matter is contained in groups of galaxies. Researchers analysed images of more than two million galaxies, typically 5.5 billion light years away, and used their results to calculate precise measurements of the influence of dark matter. They examined how light emitted by galaxies is distorted by the pull of gravity as it passes massive clumps of dark matter. They also showed that the brightest galaxy in each group nearly always sits at the centre of the dark matter clump that surrounds it. This is the clearest demonstration to date of this phenomenon, predicted by theories of galaxy formation.



July



April



March



February



May



June

Honorary graduations and other distinctions

Those awarded honorary degrees between 1 August 2014 and 31 July 2015.



Mr Gordon Lewis Aikman
MND campaigner and former EUSA Sabbatical Officer
Doctor *honoris causa*



Professor Ulrike Beisiegel
President of the University of Göttingen
Doctor of Science



Professor Lajos Hanzo
Chair of Telecommunications, the University of Southampton
Doctor of Science



Professor Martin Loughlin
Professor of Public Law, London School of Economics
Doctor of Laws



Mr Evan Shaw Parker
Contemporary musician
Doctor of Music



Professor Sir John Edward Tooke
Former President, The Academy of Medical Sciences, Vice Provost (Health), Head of Medical School, University College London
Doctor of Science



Professor Eva Barbro Helen Åkesson
Vice-Chancellor of Uppsala University
Doctor of Science



Mr William Dalrymple
Historian, writer and critic
Doctor of Letters



Professor Robert Holman
Community worker and anti-poverty campaigner
Doctor of Science in Social Science



Rt Hon Lord McConnell of Glenscorrodale
Politician, Patron of Project African Wilderness and Ambassador for Action for Children UK
Doctor *honoris causa*



Mr Nicholas Patrick Reyntjens
Stained glass artist and designer
Doctor *honoris causa*



Professor Bik May Amy Tsui
Pro-Vice Chancellor and Vice-President (Teaching and Learning), the University of Hong Kong
Doctor of Education



Mr Dominic Stephen Barton
Global Managing Director, McKinsey & Company
Doctor of Science in Social Science



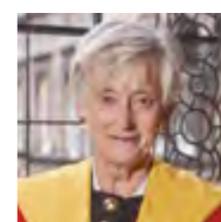
Mr Luke Thomas Dowdney
Founder and Director of Fight for Peace
Doctor *honoris causa*



Mr Tim Hopkins
Director of Equality Network
Doctor *honoris causa*



Professor Stuart Kinnaird Monro
Former Vice-Convenor of Court and Scientific Director of Our Dynamic Earth
Doctor of Science



Dame Stella Rimington
Former Director General M15 and author
Doctor *honoris causa*



Professor Sir David Charles Baulcombe
Regius Professor of Botany and Royal Society Research Professor, the University of Cambridge
Doctor of Science



Professor Christopher L Eisgruber
President of Princeton University
Doctor *honoris causa*



Mr Peter Johan Hustinx
Former European Data Protection Supervisor
Doctor of Science in Social Science



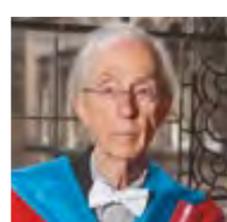
Mr Colin Stuart Montgomerie
Golfer
Doctor *honoris causa*



Professor Thomas James Simpson
Alfred Capper Pass Chair of Chemistry, the University of Bristol
Doctor of Science



Mr Steve Pateman
University benefactor



Professor Howard S Becker
Retired Professor of Sociology and musician
Doctor of Science in Social Science



Ms Fabiola Gianotti
Director-General of the European Organization for Nuclear Research (CERN)
Doctor of Science



Professor George Emanuel Lewis
Edwin H Case Professor of American Music, Columbia University
Doctor of Music



Mr David Alan Nicholls
Novelist and screenwriter
Doctor of Letters



Dame Sarah Storey
Paralympic gold medallist
Doctor *honoris causa*

Awards and achievements

A selection of accolades bestowed upon members of staff and associates of the University of Edinburgh between 1 August 2014 and 31 July 2015.

Queen's Honours

New Year Honours List

Bill Whyte, Professor of Social Work Studies in Criminal and Youth Justice, was appointed CBE for services to youth justice in Scotland.

Professor Stephen Hillier, Emeritus Professor and Honorary Professorial Fellow, with a personal chair in reproductive endocrinology, now retired, was appointed OBE for services to international higher education.

Professor Nanette Mutrie, Chair of Physical Activity for Health, was appointed MBE for services to physical activity and health in Scotland.

Birthdays Honours List

Ann Maxwell was appointed OBE for her charitable services to the treatment and care of epilepsy in children. The Muir Maxwell Centre at the University is funded by the Muir Maxwell Trust, which was set up by Ann and Jonny Maxwell after their son Muir was diagnosed with a severe form of epilepsy in infancy.

University awards

Chancellor's Awards 2014

These annual awards, presented by the University's Chancellor, are given in recognition of innovation, relevance, creativity and personal dedication in teaching and research.

Professor Elizabeth Bomberg, Personal Chair in Environmental Politics, School of Social & Political Science, received the Award for Teaching.

Professor Margaret Frame, Science Director of the Edinburgh Cancer Research UK Centre and Research Director of the College of Medicine & Veterinary Medicine and **Professor Jo Shaw**, Salvesen Chair of European Institutions and Director of the Institute for Advanced Studies in Humanities, jointly received the Award for Research.

Professor Nicholas Mills, Reader in Cardiology, British Heart Foundation Intermediate Clinical Research Fellow, Consultant Cardiologist at the Royal Infirmary of Edinburgh, received the Rising Star Award.

Principal's Medals 2014

These medals are one of the most important ways in which the University recognises both support and academic staff or current students who have made outstanding contributions to both the University and wider communities.

The Exceptional Service Medal was awarded to Ms **Johanna Holtan**, International Engagement Coordinator, Edinburgh University Students' Association, in recognition of her "enormous contribution" in supporting the student community in all aspects of internationalisation.

The Service to the Community Award was awarded to Ms **Nicholle Bell**, a PhD student in the School of Chemistry, for her innovation and practitioner skills in the field of public engagement and community outreach.

Tam Dalyell Prize for Excellence in Engaging the Public with Science

This annual prize rewards an individual or group for work with a focus on science communication.

The 2015 award was given to Ms **Sarah Keer-Keer**, Public Engagement, Outreach and Communications Manager in the University of Edinburgh's Wellcome Trust Centre for Cell Biology.

Fellowships

Association for Computing Machinery

Professor Alan Bundy, School of Informatics

Google Europe Doctoral Fellowship

Mr **Daniel Renshaw**, a PhD student in the Institute for Language, Cognition & Computation, was awarded a Google Europe Doctoral Fellowship in Natural Language Processing.

Royal Society

Dr Taku Komura, Reader (Associate Professor) in the Institute of Perception, Action & Behaviour in the School of Informatics, and **Dr Tiffany Wood**, Industrial Research Liaison in the School of Physics & Astronomy, received Industry Fellowships.

Royal Society of Edinburgh

University of Edinburgh academics elected to the Fellowship of the Royal Society of Edinburgh:

Clare Blackburn, Professor of Tissue Stem Cell Biology; **Alistair Borthwick**, Professor of Applied Hydrodynamics; **Paul Chambers**, Professor of Pluripotent Stem Cell Biology; **Charles Seaton Cockell**, Professor of Astrobiology; **David Gray**, Head of the School Of Biological Sciences; **Andrew Liddle**, Professor of Theoretical Astrophysics; **Guy Lloyd-Jones**, Forbes Professor of Organic Chemistry; **Hugh McCann**, Head of the School of Engineering and Professor of Tomographic Imaging; **Dorothy Miell**, Professor of Social Psychology, Head of the College of Humanities & Social Science and Vice-Principal; **Jeffrey Pollard**, Professor of Resilience Biology and Director MRC/ University of Edinburgh Centre for Reproductive Health; **Aziz Sheikh**, Professor of Primary Care Research & Development; **Susan Welburn**, Professor of Medical and Veterinary Molecular Epidemiology, Director Global Health Academy and Vice-Principal Global Access.

The Society also elected best-selling author and Edinburgh alumnus **Ian Rankin** as a Fellow.

Wellcome Trust/Royal Society

Dr Christos Gkogkas in the Centre for Integrative Physiology and the Patrick Wild Centre was awarded a Sir Henry Dale Fellowship.

Making an impact

BBC's top 100 women

Professor Lesley Yellowlees, Vice-Principal and Head of the College of Science & Engineering, was named in the BBC's 100 Women list of influential women from around the world.

Economic and Social Research Council

The Celebrating Impact Prizes reward the successes of Economic and Social Research Council-funded researchers who have achieved outstanding economic or societal impacts.

Professor Charlie Jeffery, Senior Vice-Principal, was named Impact Champion of 2015.

Professor Richard Harrison of the University's Business School won the prize for Outstanding Impact in Business jointly with his University of Glasgow colleague Professor Colin Mason.

Nobel Prize

Professor Edvard Moser and **Professor May-Britt Moser** received the 2014 Prize in Physiology or Medicine for their work on discoveries of spatial cells in the brain. From 1995 to 1997, the husband-and-wife team worked as post-doctoral researchers at the University's Centre for Cognitive & Neural Systems. Edvard Moser is an Honorary Professor at Edinburgh.

Rising stars

Royal Society of Edinburgh

Dr Martyn Pickersgill, Wellcome Trust Senior Research Fellow in Biomedical Ethics in the Centre for Population Health Sciences, received the Henry Duncan Medal, an early career prize, for his research work and leadership potential in medical sociology, science and technology studies, and empirical bioethics; and for his commitment to public engagement and the advancement of social sciences.

Royal Astronomical Society

Dr Michal Michalowski, a postdoctoral researcher in the School of Physics & Astronomy, received the Royal Astronomical Society Winton Capital Award for Astronomy, which recognises the postdoctoral fellow whose career has shown the most promising development.

Fulbright Scholar Award

Two recent Edinburgh alumni were selected as Fulbright Scholars, one of the most prestigious scholarship programmes operating worldwide.

Dr Philip Kaisary, an English Literature alumnus, received an award to carry out research at Vanderbilt University in the USA, and **David Metcalfe**, a Surgical Sciences alumnus, received an award to carry out research at Harvard University in the USA.

Research recognition

International Canine Health Awards

David Argyle, Head of the Royal (Dick) School of Veterinary Studies and William Dick Professor of Veterinary Clinical Studies, was presented with an award in recognition of his work identifying stem cells in cancer.

Medicines and Healthcare Products Regulatory Agency

Dr David Hunt, Clinical Fellow at the Anne Rowling Regenerative Neurology Clinic, was awarded the Sir Derrick Dunlop Prize for contribution to drug safety.

Royal Academy of Engineering

Artemis Intelligent Power Ltd, a University start-up company, won the 2015 MacRobert Award, the UK's longest running and most prestigious prize for engineering innovation. **Dr Win Rampen**, Chair in Energy Storage and Artemis Chairman, and **Professor Stephen Salter**, Senior Honorary Professorial Fellow and Artemis Non-Executive Director, were presented with the award.

Royal Society

Peter Higgs, Emeritus Professor of Theoretical Physics, was awarded the Copley Medal for his fundamental contribution to particle physics with his theory explaining the origin of mass in elementary particles.

Royal Society of Chemistry

Professor Mark Bradley, School of Chemistry and the Queen's Medical Research Institute, was awarded the Tilden Prize 2015 for his extensive interdisciplinary work in the area of chemical biology.

Dr Sophie Harvey, a recent PhD graduate, received the Ronald Belcher Award 2015 for her outstanding innovation in native mass spectrometry of conformationally dynamic proteins, which was the focus of her thesis.

Royal Society of Edinburgh

Professor Jason Reese, Regius Professor of Engineering and Director of Research in the School of Engineering, was awarded the 2015 Lord Kelvin Medal for his outstanding contribution to the field of engineering.

International acclaim

French honour

Dr Igor Štiks, a Leverhulme early career Fellow in History of Art, received the chevalier des arts et des lettres (a knight of arts and literature). The award, bestowed by the French Ministry of Culture, is one of the most prestigious French honours.

Genetics Society of America

Professor Brian Charlesworth from the School of Biological Sciences was awarded the Genetics Society of America's Thomas Hunt Morgan Medal for lifetime achievement in the field of genetics. The award recognises Professor Charlesworth's profound impact on our understanding of population genetics and evolutionary biology.

Financial review

In an increasingly competitive environment we are pleased to have increased income by 4.9 per cent, and generated an operating surplus of 3.1 per cent, both of which underline the quality of our financial sustainability and demonstrate how the University is again well placed financially to deal with its short and longer term commitments.

Highlights

In 2014/15 the University made a successful claim under the RDEC tax rules (which are designed to incentivise research and development) for the 2012/13 and 2013/14 financial years and will make a claim for 2014/15 during the next financial year. The University has recognised the income of which it is reasonably assured of receiving as £21.8 million, which appears as an exceptional item in the 2014/15 financial year and in line with guidance from BUFDG, (British Universities Finance Directors Group) the corresponding tax deduction of £4.9 million has been recognised in taxation. Exceptional RDEC income is not considered in the comments, values and percentages quoted in this review unless otherwise stated.

Our continuing programme to recruit key academic staff has again supported our targeted increase in group income which increased by 4.9 per cent (£38 million) from the previous year. Income per staff FTE (full-time equivalent) increased by 0.9 per cent in 2014/15.

Apart from a small reduction in funding council grants income of 0.2 per cent, all other areas of income increased in comparison with the 2013/14 figures.

Our student population grew by 6.5 per cent in the year to 35,255. Tuition fee income rose by £27.7 million in the third year of the new UK fee regime, and also reflected increases in international student numbers.

Despite the difficult financial climate the University has continued to be successful in winning research grants and contracts. Research income has increased to £226 million, up 4.4 per cent (£10 million) from 2013/14.

Other income (£151 million) is up 2 per cent from last year (£147 million) reflecting similar increases across a range of income sources.

Endowment income remained strong at £10.5 million, while other interest receivable of £4.1 million was down slightly on last year due to reduced interest rates.

Group expenditure increased year on year by 6.2 per cent, reflecting continued investment for growth.

A university's most valuable resource is its staff and our salary and related costs to sustain this resource in 2014/15 was £445 million. Staff costs as a proportion of total income was up by 1.9 per cent to 54.4 per cent. This proportion of staff costs to total income reduces to 53 per cent if RDEC income is included.

Other costs, which include expenditure on subsidiary company activities, student accommodation, bursaries, premises costs and library services, have increased by £10 million (3 per cent) from last year. £6 million of this is accounted for by the University's Estates refurbishment programme.

Expenditure on prizes, scholarships, studentships and bursaries remains a priority and was in excess of £26 million. Depreciation rose 5.1 per cent to £33.9 million. Interest payable is less than 1 per cent of total expenditure and is down 1.4 per cent on last year.

We are pleased to report continued strength in the University Group balance sheet. This strength was a key factor in securing long term funding from which to invest in the transformational Estate Strategy. All balance sheet financial metrics are resilient.

The University continues to deliver a significant programme of estates developments and equipment procurement. The development pipeline of estates projects exceeds £1.5 billion over the next 10 years to support infrastructure developments that will deliver high-quality educational and research facilities.

The above information reflects the audited accounts for the year to 31 July 2015, published in December 2015. Anyone interested in obtaining further information is invited to contact the University's Finance Department.

Group income and expenditure account for the year ended 31 July

	Result before exceptional items 2015 £'000	Exceptional items 2015 £'000	Result for year 2015 £'000	2014 £'000
Income:				
Funding council grants	203,615	–	203,615	204,116
Tuition fees and education contracts	221,748	–	221,748	194,067
Research income	225,523	21,868	247,391	215,934
Other income	150,070	–	150,070	147,389
Endowment and investment income	17,924	–	17,924	19,124
Total income	818,880	21,868	840,748	780,630
Expenditure:				
Staff costs	445,252	–	445,252	409,994
Other operating expenses	308,642	–	308,642	299,367
Depreciation	33,947	–	33,947	32,292
Interest and other finance costs	5,460	–	5,460	5,538
Total expenditure	793,301	–	793,301	747,191
Surplus on continuing operations after depreciation of assets at valuation and before taxation	25,579	21,868	47,447	33,439
Gain on disposal of fixed assets	39	–	39	–
Taxation	(3)	(4,953)	(4,956)	(31)
Minority interest	(11)	–	(11)	(5)
Deficit transferred to accumulated income in endowment funds	(1,957)	–	(1,957)	(3,003)
Surplus for the year retained within general reserves	23,647	16,915	40,562	30,400

Group balance sheet as at 31 July

	2015 £'000	2014 £'000
Fixed assets	1,577,820	1,421,115
Endowment assets	317,174	297,942
Net current assets	211,039	216,636
Total assets less current liabilities	2,106,033	1,935,693
Creditors: amounts falling due after more than one year	(93,185)	(106,521)
Provisions for liabilities and charge	(9,570)	(9,570)
Pension liability	(112,356)	(102,993)
Total net assets	1,890,922	1,716,609
Represented by: Deferred capital grants	388,376	378,095
Endowments:		
Expendable	204,296	192,644
Permanent	112,878	105,298
Total endowments	317,174	297,942
Reserves:		
Revaluation reserve	800,996	693,368
General reserve	496,677	450,153
Pension reserve	(112,356)	(102,993)
Total reserves	1,185,317	1,040,528
Minority interests	55	44
Total funds	1,890,922	1,716,609

Appointments

Appointments commenced between 1 August 2014 and 31 July 2015

College of Humanities & Social Science

Personal Chairs

Professor Sharon Abrahams
Personal Chair of Neuropsychology

Professor Sian Bayne
Personal Chair of Digital Education

Professor Paul Foster
Personal Chair of New Testament and Early Christianity

Professor Richard Freeman
Personal Chair of Social Science and Public Policy

Professor Joachim Gentz
Personal Chair of Chinese Philosophy and Religion

Professor Miles Glendinning
Personal Chair of Architectural Conservation

Professor Ian Harper
Personal Chair of Anthropology of Health and Development

Professor Jonathan Hearn
Personal Chair of Political and Historical Sociology

Professor Tobias Kelly
Personal Chair of Political and Legal Anthropology

Professor Laura Macgregor
Personal Chair of Commercial Contract Law

Professor Nicola McEwen
Personal Chair of Territorial Politics

Professor Elisa Morgera
Personal Chair of Global Environment Law

Professor Steve Sturdy
Personal Chair of Sociology of Medical Knowledge

Professorships

Professor Penny Fielding
Grierson Chair of English Literature

Professor David Finkelstein
Chair of Continuing Education

Professor Berend Jacobsen
Chair of Financial Markets

Professor Judy Robertson
Chair of Digital Learning

Honorary Professorships

Professor Timothy Barnes
School of History, Classics & Archaeology

Professor John Bintliff
School of History, Classics & Archaeology

Professor Eric Clive
Edinburgh Law School

Professor Angus Cockburn
Business School

Professor Helena Forsas-Scott
School of Literatures, Languages & Cultures

Professor Patrick Joyce
School of History, Classics & Archaeology

Professor Shirley Leitch
Business School

Professor Sir Paul Mellars
School of History, Classics & Archaeology

Professor David Milner
School of Philosophy, Psychology & Language Sciences

Professor Marie H Murphy
Moray House School of Education

Professor Christopher Oliver
Moray House School of Education

Professor Eileen Scanlon
Moray House School of Education

Professor Isobel Sharp
Business School

Professor Alan Watson
Edinburgh Law School

Professor Niall Whitty
Edinburgh Law School

Professor Reinhard Zimmermann
Edinburgh Law School

College of Medicine & Veterinary Medicine

Personal Chairs

Professor Julia Dorin
Personal Chair of Genetics of Host Defence

Professor Andrew Horne
Personal Chair of Gynaecology and Reproductive Sciences

Professor Nicholas Morton
Personal Chair of Molecular Metabolism

Professor Jackie Price
Personal Chair of Molecular Epidemiology

Professor Roy Robertson
Personal Chair of Addiction Medicine

Professor Norah Spears
Personal Chair of Reproductive Physiology

Professor Alistair Williams
Personal Chair of Gynaecological Pathology

Professorships

Professor Simon Herrington
Chair of Molecular Pathology of Cancer

Professor Steve Kemp
Chair of Tropical Livestock Genetics and Health

Professor Andrew Morris
Chair of Medicine

Professor Pedro Piccardo
Chair of Neuropathology

Professor Craig Ritchie
Chair of Psychiatry

Professor Moira Whyte
Chair of Adult Respiratory Medicine

Honorary Professorships

Professor Shona Chattarji
School of Clinical Sciences

Professor Rory Duncan
School of Biomedical Sciences

Professor Alasdair Gray
School of Clinical Sciences

Professor Colin Howie
School of Clinical Sciences

Professor Paul Matthews
College of Medicine and Veterinary Medicine

Professor Edvard Moser
School of Biomedical Sciences

Professor John Murchison
School of Clinical Sciences

Professor Christopher West
Royal (Dick) School of Veterinary Studies

College of Science & Engineering

Personal Chairs

Professor Peter Boyle
Personal Chair of Computational Quantum Field Theory

Professor Dominic Campopiano
Personal Chair of Industrial Biocatalysis

Professor Konstantin Kamenev
Personal Chair of Extreme Conditions Engineering

Professor Ross McLure
Personal Chair of Extragalactic Astrophysics

Professor Alexander Murphy
Personal Chair of Nuclear and Particle Astrophysics

Professor Helen Pain
Personal Chair of Adaptive Learning Environments

Professor Sarah Reece
Personal Chair of Evolutionary Parasitology

Professor Susan Rigby
Personal Chair of Higher Education Learning Contexts

Professor Perdita Stevens
Personal Chair of Mathematics of Software Engineering

Professor Valerie Wilson
Personal Chair of Early Embryo Development

Professorships

Professor Judy Hardy
Chair of Technology Enhanced Science Education

Professor Donal O'Carroll
Chair of Stem Cell Biology

Professor Mark Linne
Chair of Combustion Engines

Professor William Rampen
Chair of Energy Storage

Professor David Reay
Chair of Technology Enhanced Science Education

Professor Christopher Sangwin
Chair of Technology Enhanced Science Education

Professor Jonathan Silvertown
Chair of Technology Enhanced Science Education

Professor Ying Zheng
Chair of Chemical Reaction/Catalysis Engineering

Honorary Professorships

Professor Ian Abrahams
School of Mathematics

Professor Michael Cates
School of Physics and Astronomy

Professor Andrew Chadwick
School of GeoSciences

Professor Mark Inall
School of GeoSciences

Professor David Manning
School of GeoSciences

Professor Simon Milne
School of Biological Sciences

Appendix 1

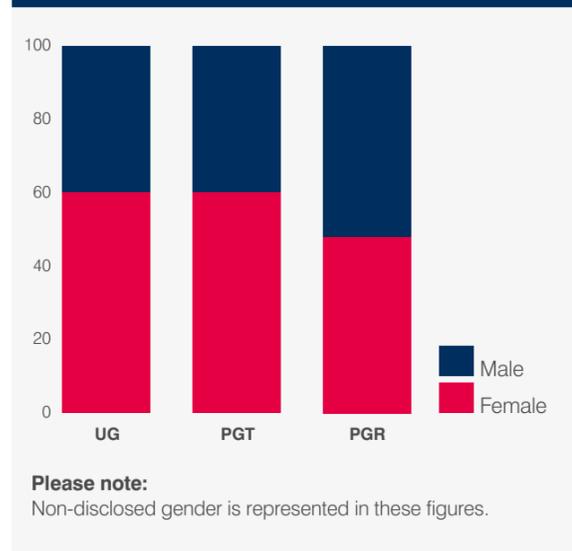
Student numbers

Level of study by College

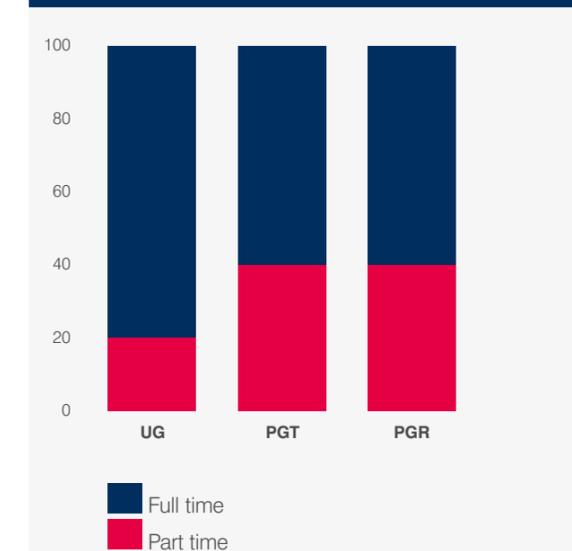
	UG	PGT	PGR	Total
Humanities & Social Science	14,791	4,604	2,073	21,468
Science & Engineering	5,682	854	1,841	8,377
Medicine & Veterinary Medicine	2,625	1,680	1,108	5,413
Total	23,098	7,138	5,022	35,258

UG: undergraduate
PGT: postgraduate taught
PGR: postgraduate research

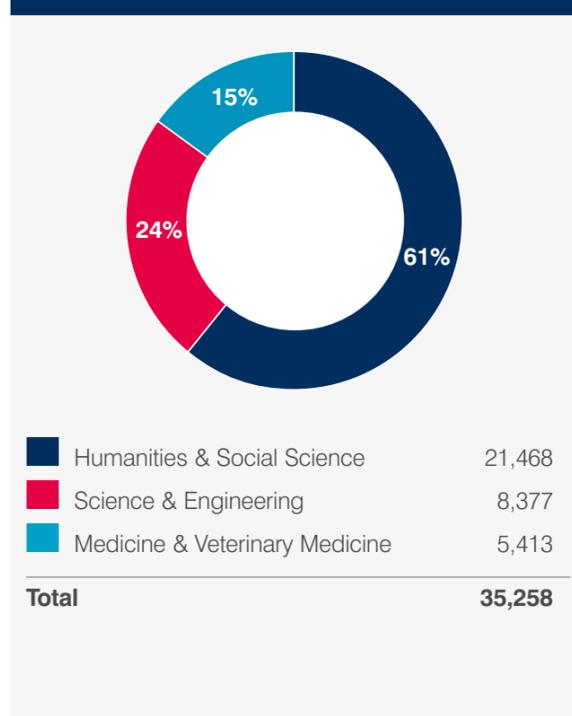
Student body by level of study and gender



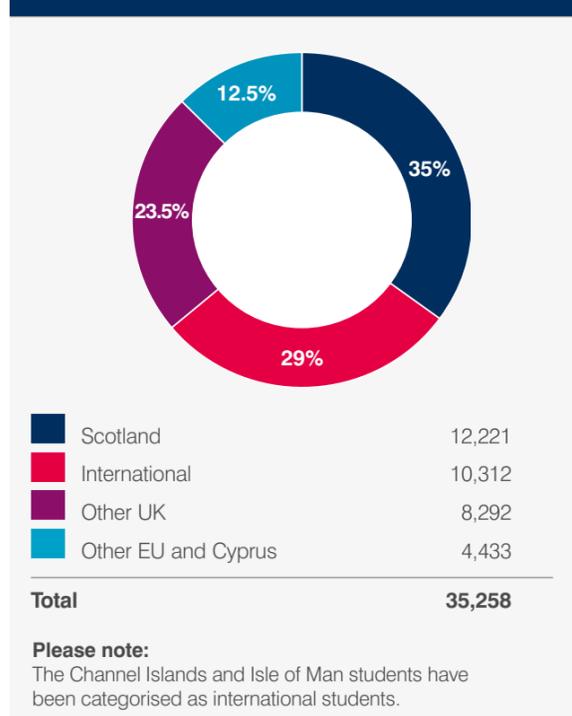
Part-time student body by level of study



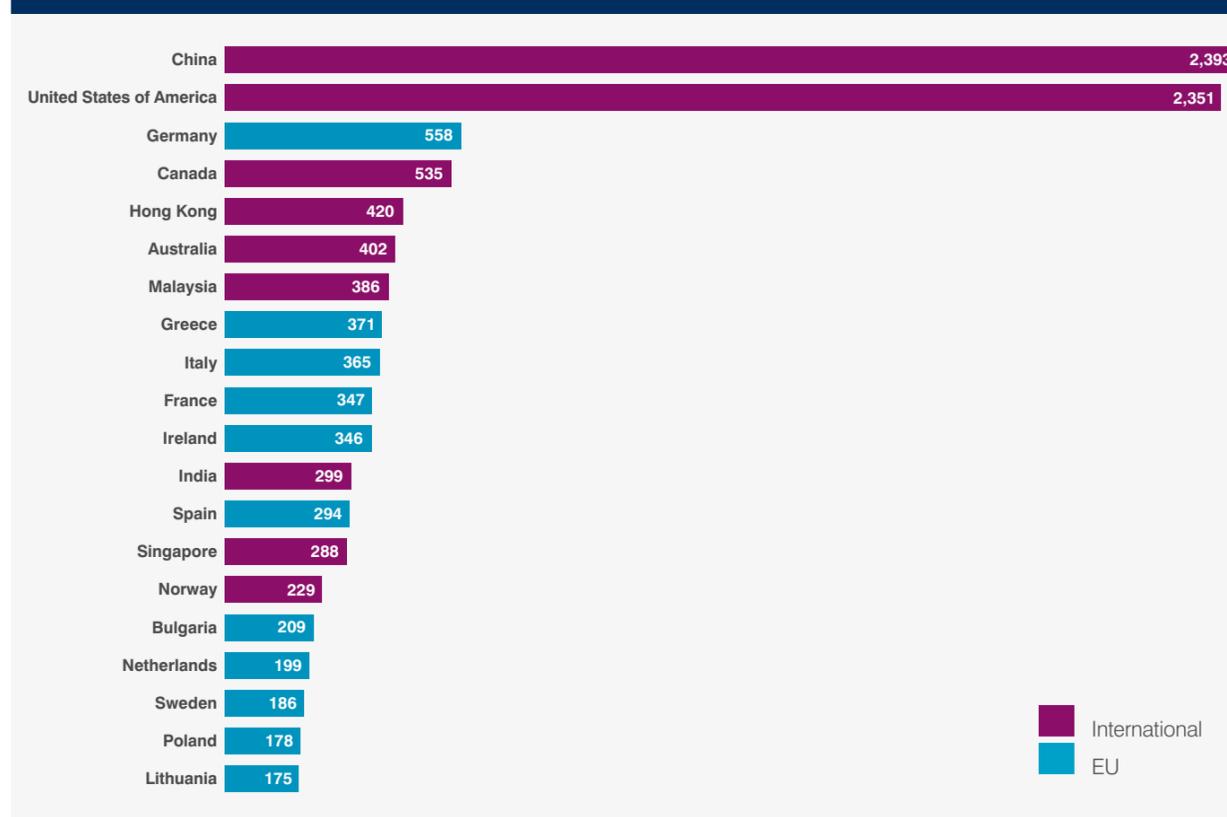
Student body by College



Student body by domicile region on entry



Top 20 non-UK domicile on entry



Please note:
The figures above represent all students matriculated during the session, with the exception of those exiting or interrupting their studies within five weeks of the first semester start date. Visiting students, part-time and distance learning students, and students on collaborative programmes are included. Domicile on entry is declared by the student when first matriculating onto their programme.

Appendix 2

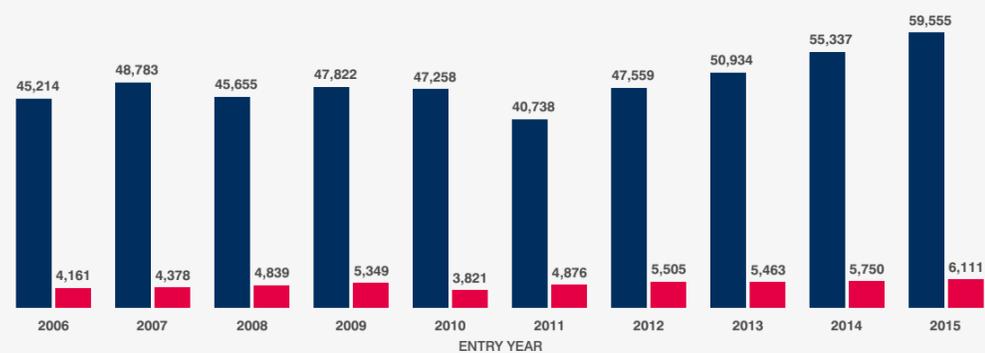
Undergraduate applications and acceptances

Year	Men	Women	Total
2006			
Applications*	20,578	24,636	45,214
Acceptances	1,842	2,319	4,161
2007			
Applications*	22,174	26,609	48,783
Acceptances	1,936	2,442	4,378
2008**			
Applications*	21,193	24,462	45,655
Acceptances	2,221	2,618	4,839
2009			
Applications*	22,523	25,299	47,822
Acceptances	2,479	2,870	5,349
2010			
Applications*	21,601	25,657	47,258
Acceptances	1,631	2,190	3,821
2011			
Applications*	18,549	22,189	40,738
Acceptances	1,981	2,895	4,876
2012			
Applications*	20,371	27,188	47,559
Acceptances	2,281	3,224	5,505
2013			
Applications*	21,707	29,227	50,934
Acceptances	2,286	3,177	5,463
2014			
Applications*	22,984	32,353	55,337
Acceptances	2,365	3,385	5,750
2015			
Applications*	24,563	34,898	59,555
Acceptances	2,395	3,714	6,111

Please note:

* Number of applications received in each cycle for entry in the same year or deferred entry the following year.

** UCAS reduced the number of applications per applicant from six to five from the 2008 entry cycle.



Please note:

Figures for 2011 include Edinburgh College of Art (ECA) acceptances but exclude ECA applications. Figures from 2012 onwards include both ECA applications and acceptances.

■ Applications
■ Acceptances

Appendix 3

Benefactions

Giving from 1 August 2014 to 31 July 2015

The University is grateful to all donors, including those who wish to remain anonymous.

£1000–£4,999

A Sinclair Henderson Trust	Cummins Generator Technologies	Professor James Gray OBE and Mrs Catherine Gray	Mr Iain Macdonald
Mr Andrew Agnew	Mr Mario and Ms Susan D'Amico	Great Expectations Foundation	The late Mr Angus MacDonald
Mr Teymour Alireza	Mr Stuart J Davies	Greenbank Parish Church of Scotland	The late Miss Jean MacDonald
Dr William Allan	Mrs Joyce Denny	Mr Susan Haisman	Mr John MacFarlane
Mr John Balfour Allan	Dialog Semiconductor	Mr Judith A Halkerston	Mr W K Maciver CBE and Mrs Virginia Maciver
The late Mr Ahmad Amara *	Mr Stewart Dick	Mr T J D Hall	Mr George Mackintosh
Amati Global Investors	Mr Adam Dixon	Dr Mary Hall	Mrs Juliet MacLennan
Apple Inc	Mr Jeff Drever	Dr Graham Hamilton *	Dr Mary Macleod
Ardbarron Trust Limited	Mr Robert J Dryburgh	Hamilton & Inches	Dr Halina Marszalek-Lewicka
Dr Edward Arens *	The late Mr Eric Dykes	Mr Ian Harley	Mr George Massie
Mrs Cynthia Atkinson	Mr Knut Dyremyhr	Rev Dr Harriet Harris	Mr David A Massingham
Dr Alfred Bader CBE and Dr Isobel Bader *	Mr Dugald and Mrs Eleanor Eadie	Dr Roy Harris OBE	Sir George Mathewson
Mr Geoff Ball FCA	Mr Robert Eden and Ms Nicole Allison	Dr Erik Hauge	Mr Richard H Maudslay CBE and Mrs Rosalind Maudslay
Ms Joanna Barclay	Edinburgh University Club of Toronto	Mr Atholl G Hay	Professor R Alexander McCall Smith CBE
Barclay Viewforth Church	Edinburgh University London Club	Mr Alastair C Hay	MBChB Class of 1964
Barclays Bank	Edinburgh University Students' Association (EUSA)	Henry Luce Foundation *	Mr Alan and Mrs Elizabeth Herd
Mr Charles Beauchamp	Edinburgh University Trading & Investment Club	Mr Alan and Mrs Elizabeth Herd	Professor William Hill OBE FRS FRSE
Mr Alan and Mrs Frances Bell	Professor Sir David Edward KCMG QC FRSE	Mr Peter J Holliday	Mr Ger McGauley
Mr David P Bendix	Mr Goetz Eggelhoefer	The Rt Hon Lord Hope	The Hon Lord James McGhie QC
Dr Alastair Berry *	Emma Cameron Foundation	Mr Malcolm Innes	Mr Donald McGregor
Mr Bruce Beveridge	Florence Fearrington *	Ms Enas Ismail	Ms Hannah McHugh
Dr Stuart Blackie	Dr Roualeyn Fenton-May *	Mrs Felicity A Ivory	Very Rev Dr John McIndoe
Miss Dorothy Boardman	Professor David Fergusson	James Whale Fund for Kidney Cancer	Mr David and Mrs Morag McIntyre
Miss Christina Borthwick	Dr Brian Fleming	Mr Andrew Jamieson	Dr Andrew McKeachie
BP Foundation	Mr Joost, Mrs Catherine, Thomas & Clemence Fonville	The late Mr John Jardine	Sir Ian McKellen
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Sir Francis G Brooke Bt	Rev (Mrs) Margaret Forrester	Mrs Margaret J Jones	Mrs Daphne Merrills
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Mrs Jann Brown	Sir Charles A Fraser KCVO	Mr Alistair Kennedy	Mr David M Millar OBE
Mr Alexander Brownlie	Dr James French	Mrs Joan D Kidd	Mrs Lesley Millar
Mrs Ada Brownlie MBE	FreshAir Fundraising	Mr James O Kirk	Mrs C Miller
Mr W M and Mrs Toni Buchan	Miss Alex Friel	Professor Krechimir Krnjevic	Sir Ronald Miller CBE
Mrs Ann Burleigh	Mr Jamie Furniss	Mr John Laffey	Dr Keith Milne
Mr Richard Burns	Miss Irene Garden	Dr Stuart Laing	Lord Minginish QC
Mrs Mary C Cadbury	Gardeners of Moray Place & Bank Gardens	The late Mr Thomas Laing-Reilly	Misses Barrie Charitable Trust
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Mrs Celia Cameron	Geological Society of London	Miss Amy Langridge	Dr A Ross K Mitchell
The Rt Hon The Lord Cameron of Lochbroom	The late Dr John Watson Gibb	The late Mrs Ann Lapsley	Dr Marc Moens
Dr Ewen Campbell *	Mrs Elspeth Gibbon	Mr Conor Lavery	Miss Lisa Money
Mr I Stuart Campbell	Dr Angus Gibson	Mrs Rachel Le Derf	Mr F Morgan
FSAI Hon FRIAS	Ms Marlene H Gilchrist	Mr Alexander Leslie	Dr George Morris
Mr Henry and Mrs Frances Canning	Professor Maggie Gill OBE	Mr Alan P Liebing	Lord Edward Mowbray
Dr Andrew Chisholm	Golden Retriever Club Of Scotland	Mr John N Lloyd	Mr and Mrs William Donald's Memorial Trust
Dr James Clunie	Goldman Sachs Ltd *	The late Ms Marion Lockerbie	Miss Catherine Muirden
The late Mrs Miriam Cohen	Mr Morton Gould	Mr Gregor R Logan	Mr James Murray
Colonel T R Broughton's Charitable Trust	Mr Malcolm Gourlay	Dr Christopher Lord	Mrs Kirstin Murray
Mrs Jean P Colquhoun	Mr Jay Grainger	Miss Sharon Lorimer	Mr Chris & Mrs Krista Murray
The Rt Hon Lord Coulsfield and Lady Coulsfield	Mrs Ann Cullen	Mr Keith and Mrs Kate Lough	Natural Environment Research Council
Rev Susan Cowell		Mrs Mary Love	Miss Jessica Ng
The late Mrs Fiona Cowles		The late Dr John Lundie	Mrs Aileen Nimmo
Dr Robert Craig		Dr Hermione Lyall	Professor Joe Norton *
Mr Richard Cresswell		Professor James R Lyon	Mr James O'Dowd
Sheriff Frank Crowe		Dr Ian Macdonald	Dr Neil Oliver
Mrs Ann Cullen			

Appendix 3 continued

Benefactions

Giving from 1 August 2014 to 31 July 2015

The University is grateful to all donors, including those who wish to remain anonymous.

Mr Sandy Orr OBE
 Professor Sir Timothy O'Shea
 and Lady O'Shea
 Dr W George Paley
 Ms Lindy Patterson QC
 Lady Fiona Pattullo
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 Peak Scientific Instruments Ltd
 Mr Benjamin Pentreath
 The Honourable Lady Rae
 Ms Carol Ramsay
 Miss Angela Rice
 Dr Alex Robertson
 Miss Karina Robinson
 The Rt Hon Lord Ross
 Mrs Margaret Russell
 Lady Christine Rylie
 Professor Anneila Sargent *
 Mrs Catherine Scott
 Dr Alastair Sharp
 Rev Professor Douglas
 W D Shaw OBE
 Sheila and Denis Cohen
 Charitable Trust
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 Mr Kenichi Shoji *
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 Professor Sir Fraser Stoddart *
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Appendix 4

Research grants and other sources of funding

From charities, industry and other institutions

UK – Charity

Sponsor	Project total £'000
Academy of Medical Sciences	60
Action Medical Research	199
Age UK	1,317
Alcohol Research UK	6
Allergy UK	218
Alzheimers Research UK	187
Alzheimers Society	595
Anonymous Donor	60
Association of Physicians of Great Britain and Ireland	2
Asthma UK	289
Bailey Thomas Charitable Fund	46
Brain Tumour Charity, The	267
BRE Trust	307
Breakthrough Breast Cancer	89
British Council	781
British Heart Foundation	2,757
British Mass Spectrometry Society	2
British Society for Neuroendocrinology	11
Burdett Trust for Nursing	6
Caledonian Research Foundation	217
Cancer Research UK	6,403
Carnegie Trust	26
Carnegie Trust for the Universities of Scotland	234
Chartered Institute of Management Accountants	1
Chest, Heart and Stroke Scotland	254
Child Brain Research	5
Children with Cancer UK	607
Children's Liver Disease Foundation	5
Church of Scotland	7
Clark Foundation for Legal Education	2
Colt Foundation	314
CORE Fighting Gut and Liver Disease	27
Crohn's & Colitis In Childhood	125
Crohn's and Colitis UK	10
Cure Crohn's Colitis	125
Cure Parkinson's Trust	57
Cystic Fibrosis Trust	200
DEBRA International	192
Dogs Trust	505

Dr Hadwen Trust	1
Dunhill Medical Trust	300
Economic History Society	2
Edinburgh Anaesthetics Research and Education Fund	1
Edinburgh and Lothian Health Foundation	417
Endangered Languages Documentation Programme (ELPD)	3
Equine Grass Sickness Fund	3
Fight for Sight, Inc.	200
Fire Service Research & Training Trust, The	70
Genetics Society, The	2
Global Dialogue	1
Gordon Cook Foundation	45
Hope Trust	55
Horse Trust	98
Houghton Trust, The	10
Independent Social Research Foundation, The	44
International Institute for Environment and Development	216
Kay Kendall Leukaemia Fund	391
Kidney Research UK	124
Leukaemia and Lymphoma Research	318
Leverhulme Trust	2,138
Marc Fitch Fund	2
Marie Curie Cancer Care	67
Mason Medical Research Trust	43
Medical Research Scotland (SHERT)	133
Melville Trust	106
Mind Association	2
Motor Neurone Disease Association	186
Multiple Sclerosis Society	2,149
Muscular Dystrophy Campaign	60
Muscular Dystrophy UK	58
National Institute for Academic Anaesthesia	65
Newlife Foundation for Disabled Children	238
Paul Mellon Centre for Studies in British Art	32
Pet Plan Charitable Trust	17
Petsavers, British Small Animal Veterinary Association	7
Practical Action UK	32
PSC Support	18
Psoriasis Association	10
Resuscitation Council (UK)	21
Robertson Trust	67
Roslin Foundation Ltd	703
Row Fogo Charitable Trust	148

RP Fighting Blindness	5
Sarcoma UK	7
Scots Philosophical Association	1
Scottish Families Affected By Alcohol & Drugs (SFAD)	2
Scottish Motor Neurone Disease Association	185
Sick Kids Friends Foundation	21
Sir Halley Stewart Trust	44
Sniffer	54
Society for Research into Higher Education	3
Society of Antiquaries of Scotland	4
Sparks - The Children's Medical Research Charity	28
Stroke Association	235
Sylvia Aitken Charitable Trust	182
Sylvia Waddilove Foundation UK	25
Tenovus - Scotland	45
Tommy's Campaign	400
Tropical Health and Education Trust (THET)	497
Tuberous Sclerosis Association	154
University Association for Contemporary European Studies (UACES)	1
UK Biobank	636
Urology Foundation	250
Wellcome Trust	34,432
	62,329

EU – Industry

Sponsor	Project total £'000
Airbus Operations GmbH	78
Bayer Pharma AG	34
Boehringer Ingelheim GmbH	24
Evonik	250
Ferring Pharmaceuticals A/S	220
Galecto Biotech AB	512
GeneArt AG	22
Lilly SA	43
Medacta International SA	175
Michelin	23
Nofima AS	35
Sanofi Pasteur	59
Syngenta Crop Protection Münchwilen AG	30
Thales Optronique SAS	43
Vattenfall AB	20
	1,568

EU – Other

Sponsor	Project total £'000
Beug Foundation	9
Deutsche Forschungsgemeinschaft	52
European Leukodystrophy Association, The	37
European Space Agency	208
Fondazione Mondo Digitale	64
Foundation Leducq	211
Human Frontier Science Program Organization	67
	648

Learned Society

Sponsor	Project total £'000
British Academy	694
Royal Academy of Engineering	43
Royal College of Physicians Edinburgh	298
Royal College of Surgeons Edinburgh	21
Royal College of Surgeons of England	4
Royal Society	3,372
Royal Society of Chemistry	30
Royal Society of Edinburgh	612
Society for Endocrinology	44
Society for Reproduction and Fertility	5
	5,123

UK – Industry

Sponsor	Project total £'000
AB Agri	41
AECOM Ltd	3
Agriculture and Horticulture Development Board	68
Airborne Energy Ltd	5
Airbus Group Ltd	23
ARIAD Pharma Ltd	273
AstraZeneca	589
Badley Geoscience Ltd	4
Bioparametrics Ltd	9
Castrol Limited	130
Cobb Europe Ltd	220
Corin Group PLC	54
Destiny Enterprise Solutions	5
Diamond Light Source Ltd	39
Digital Health Institute	92
Ecometrica	131
Eli Lilly and Company Limited	91
Energy Technologies Institute	150
Gaia Wind Ltd	45
GE Healthcare Limited	51
Genus plc	32
GlaxoSmithKline	597
Hill's Pet Nutrition	28
Industrial Biotechnology Innovation Centre	280
Ingenza	46
International Paint Ltd	50
Joint Industrial Projects (multiple partners)	3,268
Leica Biosystems	41

Mars Chocolate	40
Mentholatum Company Ltd, The	55
MicroPharm	50
Microsoft Research Ltd	110
National Nuclear Laboratories	23
National Physical Laboratory	23
Nexen Petroleum UK Ltd	49
NGenTec Ltd	20
Optos plc	53
Ordnance Survey	23
Ove Arup	23
Overview Ltd	2
Pfizer Ltd	121
Phillips Research	16
Saccade Diagnostics Ltd	593
Schlumberger Cambridge Research Limited	348
Scotch Whisky Research Institute, The	40
Scottish National Blood Transfusion Service	60
Selex Ltd	143
Shapespace Ltd	23
Sierra Medtech Limited	4
Smith and Nephew Ltd	10
Statoil Petroleum AS	293
STMicroelectronics	2
Stratified Medicine Scotland	355
Sunamp Ltd	4
Syngenta	30
Total E&P UK PLC	293
TUV SUD Ltd	28
Wolf Formulations Ltd	5
	9,204

Overseas – Charities

Sponsor	Project total £'000
Brain & Behavior Research Foundation	57
CHDI Foundation Inc.	181
Child Health and Nutrition Research Initiative (CHNRI)	17
Child Protection Network Foundation, Inc.	19
Dumbarton Oaks	4
FightSMA	39
Getty Foundation	1
Grayson Jockey Club Research Foundation	38
Gwendolyn Strong Foundation	6
HammondCare	11
Heart Foundation	50
John Templeton Foundation	890
Kenneth Rainin Foundation	94
Laura and John Arnold Foundation	56
Multiple Sclerosis Society of Canada	2
National Multiple Sclerosis Society	345
Porticus Vienna GmbH	92
Society in Science	333
Unicef	237
World Wide Fund for Nature	22
	2,494

Overseas – Government

Sponsor	Project total £'000
Canadian Institutes of Health Research	79
Ministry of Culture, Republic of Taiwan	26
National Institutes of Health	506
Office of Naval Research	138
Teagasc	51
UK-India Education and Research Initiative	50
US Army Research Laboratory	189
US Embassy London	9
USDA, Forest Service Northern Research Station	18
	1,066

Overseas – Industry

Sponsor	Project total £'000
Abbott Laboratories	129
Athersys, Inc.	142
Bloomberg	43
Cascadia Coast Research Ltd	4
Cytec Industries Inc.	27
Dart NeuroScience	68
Edimer Pharmaceuticals	29
GE Global Research	199
Genzyme Corporation	307
Linkschina Investment Advisory Ltd	30
Proctor & Gamble	21
Zoetis	92
	1,091

Overseas – Other

Sponsor	Project total £'000
Cold Spring Harbor Laboratory	274
Fondation Mathematique Jacques Hadamard	6
Institute of Electrical and Electronics Engineers	9
International Fine Particle Research Institute	44
Japan Science and Technology Agency	67
Mount Sinai Hospital	409
Terra Foundation for American Art	8
Texas Engineering Experiment Station	28
	845

Overseas – Universities etc

Sponsor	Project total £'000
ETH Zurich	129
Georgetown University	49
Iowa State University	11
Johns Hopkins University	331
Konkuk University	30
McGill University	179
Northwestern University	7
Nova Scotia College of Art and Design	3
Orebro University	151
Saint Louis University	57
Technische Universität Dresden	11

Appendix 4 continued

Research grants and other sources of funding

Overseas – Universities etc contined

Universitat Bielefeld	37
University Centre in Svalbard (UNIS), The	15
University of California, San Diego	59
University of Chicago	18
University of Copenhagen	15
University of Florida	31
University of Georgia	9
University of Melbourne, The	8
University of Minnesota	16
University of Pennsylvania	66
University of Stavanger	32
University of Tromso	6
Vrije Universiteit Brussel	36
Yale University	76
	1,382
Total from charities, industry and other institutions £'000	85,750

Research Councils and other Government agencies

UK – Research Council

Sponsor	Project total £'000
Arts and Humanities Research Council	2,431
Biotechnology and Biological Sciences Research Council	43,675
Centre for Ecology and Hydrology	9
Economic and Social Research Council	5,198
Engineering and Physical Sciences Research Council	21,801
Medical Research Council	32,888
National Centre for the Replacement, Refinement and Reduction of Animals in Research	176
Natural Environment Research Council	5,353
Science and Technology Facilities Council	18,709
	130,240

EU – Government

Sponsor	Project total £'000
EUNIC	7
European Commission	31,243
European Metrology Research Programme	206
European Regional Development Fund	92
Fonds National de la Recherche	3
	31,551

UK – Government

Sponsor	Project total £'000
Aberdeenshire Council	4
British Geological Survey	5
Chief Scientist Office - Scotland	4,989
Children's Commissioner	16
Commonwealth Scholarships	94
Defence Science and Technology Laboratory	192
Department for Environment, Food and Rural Affairs	299
Department for International Development	4,366
Department of Energy and Climate Change	896
Department of Health	12,097
Forest Research	5
Forestry Commission	11
Forestry Commission Scotland	50
Government Communications Headquarters	33
Health Promotion Fife	30
Heritage Lottery Fund	53
Highlands and Islands Enterprise	361
Home Office	56
Innovate-UK	585
Knowledge Transfer Partnership	229
Met Office	167
Ministry of Defence	3
National Institute for Health Research	10,165
Pirbright Institute, The	562
Public Health England	12
Scottish Environment Protection Agency	3
Scottish Funding Council	245
Scottish Government	1,749
	37,277

UK – Health Authorities

Sponsor	Project total £'000
Bristol Clinical Commissioning Group	88
Greater Glasgow NHS Board	20
Newcastle Hospitals NHS Foundation Trust	68
NHS Health Scotland	13
NHS Lothian	122
NHS Scotland	51
	362

UK – Universities etc

Sponsor	Project total £'000
Bangor University	1
Brunel University London	186
Cardiff University	2,776
Durham University	5
Edinburgh Napier University	6

Energy Technology Partnership (ETP)	213
Glasgow Caledonian University	397
Heriot-Watt University	604
Higher Education Academy	20
Imperial College	752
James Hutton Institute, The	37
Kings College London	395
London School of Economics & Political Science	39
Loughborough University	151
Royal Veterinary College	377
Soillse	21
University College London	1,195
University of Aberdeen	498
University of Bath	75
University of Birmingham	278
University of Brighton	6
University of Bristol	1,487
University of Cambridge	323
University of Dundee	1,393
University of East Anglia	4
University of Essex	63
University of Exeter	13
University of Glasgow	3,634
University of Leeds	55
University of Leicester	528
University of Liverpool	175
University of Manchester	254
University of Newcastle	766
University of Nottingham	86
University of Oxford	1,015
University of Sheffield	236
University of Southampton	793
University of St Andrews	91
University of Stirling	29
University of Strathclyde	615
University of Surrey	77
University of York	60
	19,729

Total from research councils and other government agencies £'000 219,159

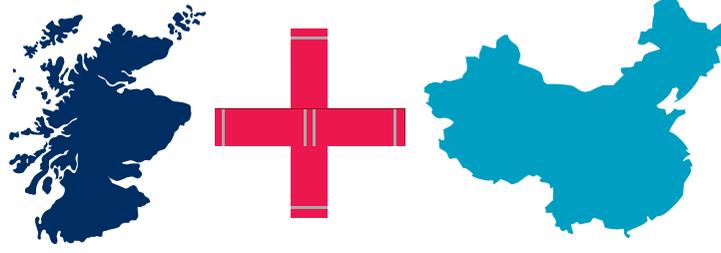
Grand Total £'000 304,909

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