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UNIVERSITY OF
CAMBRIDGE

NOTICES

Calendar

Congregations of the Regent House at 10 a.m.:

16 July, *Friday*. General Admission 2020. Scarlet Day.

17 July, *Saturday*. General Admission 2020. Scarlet Day.

23 July, *Friday*.

24 July, *Saturday*.

30 July, *Friday*.

31 July, *Saturday*.

10 September, *Friday*. General Admission 2020. Scarlet Day.

11 September, *Saturday*. General Admission 2020. Scarlet Day.

17 September, *Friday*.

18 September, *Saturday*.

Probationary Policy: Change of date of effect to 1 October 2021

9 July 2021

The Council and the General Board have agreed that the new University probationary arrangements, which were approved in August 2020 (*Reporter*, 2019–20: 6586, p. 495 and 6587, p. 552; amended from 1 October 2021: 2020–21, 6622, p. 704), will launch on 1 October 2021, to coincide with the launch of the Research and Teaching Academic Career Pathways exercise in September 2021, and in Michaelmas Term 2021, with the implementation of the new academic titles structure (pending approval of Her Majesty in Council) and the introduction of the new Teaching and Scholarship Academic Career Pathways scheme (also pending approval of Her Majesty in Council).

The new University probationary arrangements had been due to launch on 1 October 2020 but were delayed initially for reasons connected to the Covid-19 pandemic and have now been brought into line with the launch of the schemes outlined above.

REGULATIONS FOR EXAMINATIONS

Asian and Middle Eastern Studies Tripos

(*Statutes and Ordinances*, p. 285)

With effect from 1 October 2021

The Faculty Board of Asian and Middle Eastern Studies gives notice of the following amendments to the supplementary regulations for the Asian and Middle Eastern Studies Tripos, to update the paper information to read as follows:

SUPPLEMENTARY REGULATIONS

PART IA

J.1 Modern Japanese I

The aim of this paper is to help students acquire solid basic skills of language learning, both receptive (reading and listening) and productive (writing and speaking). In the Michaelmas and Lent terms students undergo an intensive study of the grammar of modern Japanese. In the Easter term, the emphasis shifts to reinforcing the basic structures and vocabularies learnt in the first two terms through developing students' listening and speaking skills further.

MES.5 Elementary Hebrew language B

In this course students acquire competence in spoken and written Hebrew. Classes will cover both Classical and Modern Hebrew grammar and representative texts from Modern Hebrew literature. All students taking this course also take: (1) sessions on Biblical Hebrew grammar in the Michaelmas and Lent Terms, on which they are required to answer one question on the examination, (2) sessions on Modern Hebrew language throughout the year, on which they are required to answer multiple questions on the examination, and (3) introductory sessions on Modern Hebrew literature in Lent and Easter Terms and are required to answer one question on this in the examination.

PART IB

J.7 Literary Japanese

This language paper is an introduction to pre-modern and early modern written Japanese, a type of written language used from pre-modern times into modernity. While reading and translating a varied selection of texts, students gain knowledge of the basic grammar of classical Japanese (*bungo*) and develop skills to read a wide gamut of texts independently.

J.9 Japanese society

An introduction to Japanese society, its current phenomena and their historical and cultural background. Starting from our own images and influential descriptions of Japanese society, this course will investigate gender, family, education, work, and leisure, as well as life stages and different aspects of daily (and nightly) life such as notions and practices of cleanliness, space and time of the various social groups.

MES.13 Intermediate Hebrew language

This paper enables students to deepen their knowledge of Hebrew. There will be two sections, containing questions on classical Hebrew and Modern Hebrew, respectively. Students may take either section or both. Candidates taking the Modern Hebrew option will have an oral as part of their paper.

MES.17 The formation of Islam

This paper examines how the development of the Islamic world was shaped by its social, political, economic, and cultural contexts, tracing the history of Islam from its origins in the religious and political turmoil of late antiquity through the rise and fall of the first Muslim empire and the emergence of the new religious and political formations of early medieval times. The paper engages both with the primary sources for these questions, and with the debates in the modern literature.

PART II

MES.33 Advanced Hebrew language

This paper enables students to develop their skills in writing and translating Hebrew and in critically assessing passages of Hebrew literature. There will be two sections, containing questions on classical Hebrew and Modern Hebrew, respectively. Students may take either section or both. Candidates taking the Modern Hebrew option will have an oral as part of their paper.

MES.34 Advanced literary Arabic

This paper introduces students to a selection of advanced texts to enhance their understanding of textual analysis and linguistic expression and to develop their knowledge of literary historical and critical approaches.

C.13 Literary Chinese 3

This course introduces advanced selections of prose and poetry in literary Chinese. The course draws on texts ranging from early China to the Republican Period, including pre-Qin philosophical literature, Tang and Song poetry and Buddhist narratives. Students will be introduced to features of grammar and genre as well as the intellectual and historical background of the readings in question.

C.15 The Chinese tradition

This course covers Chinese art and material culture from the Neolithic period to the present with a focus on dynastic and early modern times.

C.17 Modern Chinese literature

This paper explores modern and contemporary Chinese literature from the late Qing through to the present day.

J.14 Classical Japanese texts

This language paper trains students in reading pre-modern and early modern texts at an advanced level.

NOTICES BY FACULTY BOARDS, ETC.**Asian and Middle Eastern Studies Tripos, Parts Ib and II, 2021–22**

The Faculty Board of Asian and Middle Eastern Studies gives notice of the following options to be offered under Regulation 8 for Part Ib and Part II of the Asian and Middle Eastern Studies Tripos in 2021–22. The Faculty reserves the right to withdraw any course that is under-subscribed. Where specific classes are not available students will be appropriately mentored in finding alternatives.

Unless otherwise specified, all papers consist of a three-hour examination.

PART Ib

MES.21 Elementary Hindi language

This paper will consist of two parts: a written paper (70 marks) and an oral examination (30 marks).

The written paper will consist of two sections: Section A will contain a text comprehension exercise in Hindi (20 marks) and a ‘fill in the blanks’ exercise to test students’ grammar (20 marks). Section B will contain a translation exercise from Hindi to English (15 marks), and a translation exercise from English to Hindi (15 marks).

The oral examination will consist of three sections. All timings are approximate and the oral examinations are recorded:

- (a) Listening and comprehension test (10 marks);
- (b) Role-play (10 marks);
- (c) Discussion on a given topic (10 marks).

Ten minutes in total will be given for Sections (b) and (c).

PART II

C.13 Literary Chinese 3

This paper will contain three sections, all of which must be attempted. Section 1 will contain one or more passages from seen texts in literary Chinese for translation into English. Candidates may be asked to comment on the texts in question. Section 2 will contain unseen texts for translation into English. Section 3 is a comprehensive reading exercise. Candidates will be asked to answer questions, in English, on one or more unseen texts.

C.15 The Chinese tradition

This paper will consist of twelve questions of which candidates will be required to answer three.

C.16 Cultural history of late-imperial China

This paper is assessed by a research essay of between 6,000 and 7,500 words, including footnotes and excluding bibliography. The students will develop the topic of the essay in consultation with the instructor. A one-page topic and paper outline will be due during the first class session of Lent Term. Two hard copies and one electronic copy (pdf) of the research essay shall be submitted to the Programmes Administrator in the Faculty Office no later than the fourth Friday of Full Easter Term.

C.20 Contemporary Chinese society

This paper is divided into four parts, all of which must be attempted. Part 1 and Part 2 (each carrying 15 marks) will each consist of a Chinese-language passage. Candidates will be asked to summarise the passage briefly and answer a commentary question, both in English. Part 3 and Part 4 (each carrying 35 marks) will each consist of five essay questions, of which one question must be answered.

J.14 Classical Japanese texts

This paper is assessed by one coursework and one translation project.

The coursework consists of an annotated translation from an early modern text assigned by the instructor. The length is between 4,500 and 7,000 words in English, including notations but excluding bibliography. Two hard copies and one electronic copy (pdf) of each translation shall be submitted to the Programmes Administrator in the Faculty Office so as to arrive by the division of Easter Term. The coursework is worth 70% of the mark.

The translation project concentrates in Lent Term. Each student will be asked to translate specific portions of an early modern text assigned by the instructor. The student will be assessed on the annotated translation.

J.15 Modern Japanese cultural history

The coursework that constitutes this paper's assessment will consist of one research essay, of between 6,000 and 7,500 words, including footnotes and excluding bibliography. Each student will develop the topic of the essay in consultation with the instructor. An outline plus a bibliography will be due at the beginning of Lent Term. Two hard copies and one electronic copy (pdf) of the research essay shall be submitted to the Programmes Administrator in the Faculty Office so as to arrive not later than the division of Full Easter Term.

J.17 Topics in modern Japanese history

The coursework that constitutes this paper's assessment consists of one research essay, of between 6,000 and 7,500 words, including footnotes and excluding bibliography. Each student will develop the topic of the essay in consultation with the instructor. Two hard copies and one electronic copy (pdf) of the research essay shall be submitted to the Programmes Administrator in the Faculty Office so as to arrive not later than the division of Full Easter Term.

J.19 Contemporary Japanese society

The coursework that constitutes this paper's assessment consists of one research essay, of between 6,000 and 7,500 words, including footnotes and excluding bibliography. Each student will develop the topic of the essay in consultation with the instructor. A one-page topic and paper outline plus a bibliography will be due during the first class session of Lent Term. Two hard copies of the research essay shall be submitted to the Programmes Administrator in the Faculty Office so as to arrive not later than the division of Full Easter Term.

J.20 Pre-modern Japanese literature and culture

The coursework that constitutes this paper's assessment will consist of one research essay, of between 6,000 and 7,500 words, including footnotes and excluding bibliography. Each student will develop the topic of the essay in consultation with the instructor. An outline plus a bibliography will be due at the beginning of Lent Term. Two hard copies and one electronic copy (pdf) of the research essay shall be submitted to the Programmes Administrator in the Faculty Office so as to arrive not later than the division of Full Easter Term.

K.1 Modern Korean reading and writing

This paper tests candidates' knowledge of Korean grammar, comprehension of Korean texts and ability to produce an essay in Korean in three sections. Candidates' grammatical knowledge is tested in Section A (40 marks), their comprehension in Section B, where they are required to translate Korean passages into English (30 marks), and their ability to write an essay on a topic in Section C (30 marks).

EAS.2 The East Asian region

This paper will contain ten essay questions, of which candidates will be required to attempt three.

MES.37 History of the pre-modern Middle East

This paper will consist of eight essay questions, of which candidates will be required to answer three. All questions will carry equal marks.

MES.38 History of the modern Middle East

This paper will consist of eight essay questions, of which candidates will be required to answer three. All questions will carry equal marks.

MES.39 Special subject in the pre-modern Middle East

This paper will consist of nine questions. Question 1 will be a series of images for analysis and discussion, of which candidates must choose three. Questions 2–9 will be essay questions. Candidates will be required to answer Question 1 and two questions chosen from Questions 2–9. All questions will carry equal marks.

MES.41 Comparative Semitic linguistics

This paper will consist of eight essay questions, of which candidates will be expected to answer three. All questions will carry equal marks.

MES.42 Elementary Sanskrit

This paper will consist of four questions. Questions 1 to 3 will consist of a seen passage for translation into English (20 marks each) and grammar questions (5 marks each) on some of the forms found in the selected passage. Question 4 will consist of an unseen translation from Sanskrit into English for which a glossary will be provided (25 marks). All questions must be answered.

MES.43 Intermediate Hindi language

This paper will consist of two parts: a written paper (70 marks) and an oral exam (30 marks).

The written paper will consist of two sections: Section A will contain two passages in Hindi to be translated into English (35 marks). Section B will contain two passages in English to be translated into Hindi (35 marks).

The oral examination will consist of three sections. All timings are approximate and the oral examinations are recorded:

- (a) Listening and comprehension test (10 marks);
- (b) Role-play (10 marks);
- (c) Discussion on a given topic (10 marks).

Ten minutes in total will be given for Sections (b) and (c).

X.9 The Jewish tradition and Christianity: From antiquity to modernity (Paper C8 of the Theology, Religion and Philosophy of Religion Tripos)

Candidates should refer to the Theology, Religion and Philosophy of Religion Tripos for information on the form and conduct of this examination.

X.10 Islam II (Paper C9 of the Theology, Religion and Philosophy of Religion Tripos)

Candidates should refer to the Theology, Religion and Philosophy of Religion Tripos for information on the form and conduct of this examination.

X.15 The politics of the Middle East (Paper POL12 of the Human, Social and Political Sciences Tripos)

Candidates should refer to the Human, Social and Political Sciences Tripos for information on the form and conduct of this examination.

Engineering Tripos, Parts IIA and IIB, 2021–22: Modules and sets

The Faculty Board of Engineering gives notice, in accordance with Regulations 16 and 25 of the Engineering Tripos (*Statutes and Ordinances*, pp. 323 and 324), that the prescribed sets, modules and mode of assessment for the examinations in 2021–22 for Parts IIA and IIB of the Tripos have been announced and are available online at:

<https://www.admin.cam.ac.uk/reporter/2020-21/weekly/6626/Engineering-modules-sets-2022.pdf>.

Natural Sciences Tripos, Part II (History and Philosophy of Science), 2021–22

The Board of History and Philosophy of Science gives notice that the written papers available for examination in the academic year 2021–22 will be as follows:

- Paper 1: Early science and medicine
- Paper 2: Sciences and empires
- Paper 3: Modern medicine and life sciences
- Paper 4: Philosophy and scientific practice
- Paper 5: Epistemology and metaphysics of science
- Paper 6: Ethics and politics of science, technology and medicine

Advanced Chemical Engineering for the M.Phil. Degree, 2021–22

The Degree Committee for the Faculty of Engineering gives notice that the modules available to candidates studying the one-year course in Advanced Chemical Engineering for the degree of Master of Philosophy (*Statutes and Ordinances*, p. 515) in the academic year 2021–22 and the form of examination of each module will be as shown below.

The Degree Committee for the Faculty of Engineering may issue amendments to the lists below during the Michaelmas Term 2021, provided that no candidate's preparation for the examination will be affected by the change.

Mandatory modules

DA	Data analysis	Coursework
NM	Numerical methods in chemical engineering	Coursework

Elective modules (candidates must take eight)

B1	Advanced transport processes	Examination
B2	Electrochemical engineering	Examination
B3	Pharmaceutical engineering	Examination
B6	Fluid mechanics and the environment	Examination
B7	Interface engineering	Examination
B8	Adsorption and advanced nanoporous materials	Coursework
C1	Optical microscopy	Examination
C3	Healthcare biotechnology	Coursework
C6	Biosensors and bioelectronics	Coursework
C8	Biophysics	Examination
4D15	Management of resilient water systems	Coursework
4E1	Innovation and strategic management of intellectual property	Coursework
4E3	Business innovation in a digital age	Coursework
4E5	International business	Coursework
4E11	Strategic management	Coursework
4G4	Biomimetics	Coursework
4G5	Materials and molecules: Modelling, simulation and machine learning	Coursework
4M16	Nuclear power engineering	Examination
4M22	Climate change mitigation	Coursework
4M23	Electricity and environment	Coursework

Research requirements

Each candidate must submit a dissertation of up to 10,000 words on a subject approved by the Degree Committee.

OBITUARIES

Obituary Notices

CLEMENT JOHN ADKINS, M.A., Ph.D., CPhys, FInstP, Emeritus Fellow and sometime President of Jesus College, former President of the College Musical Society, member of Christ's College and formerly University Lecturer in Physics, died on 17 July 2020, aged 86 years.

ERIKA MARTA SWALES, M.A., Life Fellow and sometime Director of Studies in Modern Languages and College Lecturer in German of King's College, died on 25 June 2021, aged 83 years.

JOHN DOUGLAS BARBER, M.A., Ph.D., Life Fellow and sometime Vice-Provost, Lay Dean, Director of Development and Director of Studies in History of King's College, member of Jesus College and of Christ's College, formerly University Senior Lecturer in Politics, died on 26 June 2021, aged 76 years.

GRACES

Grace to be submitted to the Regent House at a Congregation on 24 July 2021

The Council has sanctioned the submission of the following Grace to the Regent House at a Congregation to be held on 24 July 2021:

1. That the title of the degree of Doctor of Law *honoris causa* be conferred under Statute A II 14 upon His Excellency ANTÓNIO MANUEL DE OLIVEIRA GUTERRES, Secretary-General of the United Nations, sometime United Nations High Commissioner for Refugees and former Prime Minister of Portugal.¹

¹ Admission to this Honorary Degree is expected to take place in Michaelmas Term 2021, on a date to be confirmed.

ACTA

Approval of Graces submitted to the Regent House on 30 June 2021

The Graces submitted to the Regent House on 30 June 2021 (*Reporter*, 6624, 2020–21, p. 731) were approved at 4 p.m. on Friday, 9 July 2021.

E. M. C. RAMPTON, *Registrar*

END OF THE OFFICIAL PART OF THE 'REPORTER'

REPORT OF DISCUSSION

Tuesday, 6 July 2021

A Discussion was held by videoconference. Deputy Vice-Chancellor Professor David Yates was presiding, with the Registry's deputy, the Senior Proctor, the Junior Pro-Proctor and three other persons present.

The following items were discussed:

Joint Report of the Council and the General Board, dated 23 June 2021, on the discontinuation of the public display of class-lists and other matters

(*Reporter*, 6623, 2020–21, p. 715).

Dr M. J. RUTTER (Cavendish Laboratory):

Deputy Vice-Chancellor, the current suspension of the publication of class-lists seems wise. The impact of Covid varies considerably between different Triposes, and between different individuals. We can hope that its impact on the Tripos in 2022 will be negligible, but at present that would seem like quite an optimistic hope.

The Report considers the long-term position of publishing class-lists outside the Senate-House and in the *Reporter*. It notes that, in 2019, 49.9% of students had opted out. That still leaves a significant proportion who would seem to like a public recognition of their examination results. If a substantial minority still wants it, it seems to me like a reasonable option to offer in a £9,000 per annum course programme, and especially so to our overseas students paying £20,000 or £30,000 per annum.

The Report does not try to determine the reasons why students wish to opt out, and this concerns me. Do they lack self-confidence? If so, should we not try to address this? Self-confidence is a useful attribute for later life, whether within the University or outside it. Do some students doubt whether their Tripos results will fairly reflect their abilities? If so, again this is something I think we should try to address, whether or not their concerns are well-founded. I worry that the high opt-out rate may be an indication of some other underlying issue, and, if so, suppressing the indicator without addressing the problem does not seem ideal.

The Report conflates the publication of class-lists in Departments and outside the Senate-House with their slightly later publication in the *Reporter*. Our current practice has a single opt-out for both, and our traditions around the rapid posting of results outside the Senate-House would require that one needs to opt in or out of that list before the results are known. In this age of computers, it is unclear to me that the option to opt in or out of the *Reporter* list could not be made available for a short while after the results are known to the candidates, possibly with the consequence of delaying that Special Number by a couple of weeks. Some might feel less concerned about their results being published once it is clear that their results are expectedly good, and not unexpectedly bad. Has this possibility been considered?

And I cannot help but note that this issue is mostly one for undergraduates. Ordinance permits all graduates of the University to attend Discussions and to speak, along with all registered students. Yet very few undergraduates (none?) are here today. Over a quarter of a century has passed since I was last an undergraduate. Do undergraduates not particularly care about the publication of class-lists? Do they lack the self-confidence to speak, or even to have their remarks read? Do they not believe that Council would consider any points they might raise? Or are they all in agreement with the Report, but see no reason to confirm their pleasure in it?

Professor G. R. EVANS (Emeritus Professor of Medieval Theology and Intellectual History):

Deputy Vice-Chancellor, CamSIS is 'the official repository of a student's record from application all the way through to graduation'.¹ How secure is that in the long term in comparison with the *Reporter*? Surely the historical record of the University's exercise of its degree-awarding powers ought to be protected in a form not at risk from digital obsolescence?

The Class-lists Special Number of the *Reporter* for 2017–18² was published after 25 May 2018 and students were given the option to withhold their name from inclusion in the published class-lists and the scholarships and prizes listing. It explains that the lists published in that Special number may therefore not be 'full cohort lists'. This choice had to be permitted under data protection legislation, despite the fact that, as the present Report notes, a proposal of the Council and General Board in 2016 to cease publication of class-lists in the *Reporter* and on noticeboards had been rejected on a ballot.

The present Report returns to that proposal of 2016, giving among its reasons that a CUSU vote of Michaelmas 2019 had favoured it, and in any case student opt-outs seem to be rising and the lists are now therefore 'meaningless'. But student preferences have their fashions and those fashions tend to change. Who can say that another generation will not be demanding to have the achievements of named individuals published?

The 'historical record' is mentioned only once in this Report, in connection with signed class-lists as approved by Boards of Examiners. These 'will continue to be retained as part of the historical record'.

However:

In any case in which the Chair of Examiners satisfies the Vice-Chancellor that a list approved in accordance with the foregoing regulations needs amendment, the Vice-Chancellor may authorise the issue of an amended list to supersede the original list.

'Issue'? What will constitute 'issuing' in the new record-keeping scene?³

I am concerned that the proposals for keeping the record set out in this Report are piecemeal and seem to leave the record potentially fragmentary and held in a number of locations, whose permanence cannot be relied on as securely as publication in the *Reporter*.

Nor, surely, can the confidentiality students seek to rely on if:

full class-lists will continue to be provided confidentially to Departments, Faculties and Colleges for their internal use, which includes sharing them with external individuals teaching relevant courses for the College for the applicable year, but, as now, no further sharing or publication of the data will be permitted.

This conflict between respecting personal desires for privacy and guaranteeing an accessible and permanent record is not an easy problem to resolve. Oxford, like Cambridge,⁴ has a 'Student Registry'.⁵ It also has its own arrangements for the publication of class-lists, making it clear where responsibility lies for their custody:

The Results Lists drawn up and duly signed shall be circulated and published by Student Registry according to the requirements of the Education Committee and subject to the provisions of the Data Protection Act and the signed copy shall remain in the custody of Student Registry, and any question thereafter arising, with respect to the result of any Examination, shall be determined by reference to such lists.⁶

Missing from this Report is a comparable plain statement of which or what combinations of all the lodging places it mentions will constitute the historical record and where it may be referred to. This historian would like to know.

¹ <https://www.camsis.cam.ac.uk/>

² *Reporter*, 2017–18, Special No. 7, Class-lists, Scholarships and Prizes 2017–18.

³ <https://www.student-registry.admin.cam.ac.uk/examinations-further-guidance-staff/class-lists-and-grade-rosters/class-list-information>

⁴ <https://www.student-registry.admin.cam.ac.uk/>

⁵ <https://academic.admin.ox.ac.uk/contact-us#collapse2978091>

⁶ <https://examregs.admin.ox.ac.uk/Regulation?code=rftcoue-p17publofresu&srchYear=2019&srchTerm=1>

Dr R. F. SEWELL (Trinity College), read by the Junior Pro-Proctor:

Deputy Vice-Chancellor, I am a member of Trinity College where I currently supervise undergraduates in pure mathematics. I oppose the proposals in the current Report on the ‘discontinuation of the public display of class-lists’.

I would make the following points in response to the Report:

0. Those who do not wish to have their results publicly displayed now have their way since the last time this matter came to a Ballot of the Regent House. Why should those who do wish to have their results publicly displayed in the class-lists not also be allowed to have their way? To repress publication of the class-lists completely would be an expression of intolerance, not of liberalism, and of forcing those who think differently to comply with the anti-competitiveness of apparent current not-even-quite-majority opinion.
1. The incompleteness of the class-lists in no way invalidates the data that is contained in the published lists, even though it sadly deprives it of its full context.
2. Although the opt out rate may be over half in some subjects, it certainly wasn’t in Maths the last time class-lists were published (2019), and the numbers in the report suggest that the same is true in many other subjects.
3. The opt out rate observed is not spontaneous; indeed students tell me that CUSU has been trying to persuade people to opt out when they wouldn’t have otherwise.
4. Saying that the number of opt-outs ‘is growing’ based on just two past values (2018 and 2019) is inappropriate; all we can say is that the number was greater in 2019 than in 2018.
5. Much of the present generation of students have not been here long enough to remember what a nice occasion it is gathering on the Senate-House steps to see how ones friends have done. I have many times gathered with those I have supervised and others to look at the class-lists and celebrate the achievements of those who have done well, as well as to commiserate with those who have done less well than they hoped. I have also been struck by the positive comments made there about the display of class-lists by those who have done badly.
6. Failing to publish results deprives those who have done well of well-deserved public acclaim and devalues their achievement.

7. There is no reason to suppose that accuracy in self-reporting of degree class and awarding institution in job applications has improved at all since this subject was last discussed. Public display and publication acts as a very useful deterrent to misrepresentation.

8. It is lamentable both that Examinations were cancelled in 2020 and that publication of class-lists was suppressed in 2021. That this happened under extraordinary powers appropriated due to Covid is understandable, but in no way justifies prolongation of these inappropriate measures, and certainly not by claiming that a precedent has been set.

Finally, the suggestion in the Report that ‘workload’ is a consideration favouring non-publication is frankly pathetic: the teaching, examination, grading and awarding of publicly recognised degree qualifications is surely one of the two core purposes of the University, and the idea that reporting the results should be ‘too much work’ is ludicrous.

Mr J. J. HUMBLE (Peterhouse), read by the Junior Pro-Proctor:

Deputy Vice-Chancellor, I was an undergraduate when the 2016 Report on this topic was Discussed.¹ I am now a University employee, but make these remarks in my personal capacity.

On that occasion, I called for proper consultation with the student body before abolishing the public display of class-lists. This time around, I can hardly deny the plain fact that a whisker short of half of all students have ‘voted with their feet’ by opting out of having their names displayed on a public class-list. Even starker is the fact that the proportion was noticeably higher among women – clearly there is a gender angle to this issue too. In the face of these facts, I accept that some change may now be inevitable.

I stop short, however, of endorsing this Report in full. Arguments in favour of the public class-list were raised in the 2016 Discussion, which I will not rehash now; and I am sure that I would not be the only one who would regret the total demise of this tradition. Is, therefore, any compromise position possible?

On previous occasions when this subject has been aired, a possibility which was mentioned was to publicly display only the first class results. One imagines that students who achieve a first would be rather less likely to object to the fact being advertised, but of course they could opt out if they did so object. As for everybody else, nobody could know whether the fact that a candidate does not appear on a public list is because they were placed in a lower class, or because they have opted out.

Deputy Vice-Chancellor, I am not nailing my colours to the mast in favour of any particular solution. It may be that total abolition is the right outcome. But I urge the University to consider carefully before abandoning the publication of the class-list altogether.

¹ *Reporter*, 2015–16: 6426, p. 547 and 6430, p. 651.

**Report of the Council, dated 23 June 2021,
recommending allocations from the Chest for 2021–22**

(*Reporter*, 6623, 2020–21, p. 717).

Professor G. R. EVANS (Emeritus Professor of Medieval Theology and Intellectual History):

Deputy Vice-Chancellor, several paragraphs of this Report refer to financial consequences of the Covid-19 pandemic for the University. Paragraph 15 confirms that ‘as far as we know, the University has avoided the worst of the Covid-19 financial risks’. It is confident that ‘emergency measures taken during 2020 can be substantially reversed’. Paragraph 16 mentions ‘an emerging (but incomplete) understanding of how University activities will resume’. Paragraph 33 seems more confident about that, saying that ‘Overall, there is an £11m increase in ‘business as usual’ expenditure across the University as activity returns to more normal, pre-Covid levels’, with quite a list as ‘vacancies are filled, pay and reward schemes recommence and non-pay costs revert towards normal levels’.

Paragraph 33 also notes ‘a further increase of £3m in non-recurrent expenditure as Schools and institutions take forward prioritised, strategic projects, either to implement Academic Visions or to achieve efficiencies and recurrent cost savings’. These are presumably the ‘suite of thirteen projects’ outlined in the ‘Recovery Programme overview’ published under Notices on 21 April and discussed on 4 May 2021. This ‘overview’ was stated to have been approved by the Council in July 2020, ‘as developed by the Crimson Recovery Taskforce’.

Minute (372) of that Council meeting records the intention to ‘disband the Recovery Taskforce’ and hand its duties over to the General Board, as was duly done. The General Board’s Minutes record a series of brief notes, mainly of updates received. The document published this April was presented as the one approved the previous July but it is clearly more recent in its content. Perhaps the Council could publish much more information about the intervening stages of handover and operation and planning underlying the confidence expressed in this Allocations Report?

It occurred to me to go back to the University’s Emergency Management Plan, only to discover that it is now behind a Raven password, though it was on the open web when it was first brought into operation last year. I see that it is revised and now has a date of June 2021. It still gives no indication of its authority, how it was approved and when.

Under ‘Resilience during longer-term emergencies’ it merely lays on the ‘Silver Team’ a duty to have ‘identified deputies to share their role in managing emergencies that run over a protracted period’. The Silver Team is also to ‘oversee the University response to the incident, ensuring the quickest and fullest possible recovery of core business functions’ etc. Under neither heading is the General Board mentioned.

The present Report must be made each year to the Regent House. Perhaps I may take this opportunity to remind the Council once more that it has still not published a Notice in response to remarks made almost a year ago in the Discussion it called on 14 July 2020 on a Topic of Concern: ‘Decisions taken in response to the coronavirus (COVID-19) outbreak’. It gave the Regent House to understand that it did this ‘so that the Council can draw lessons from the comments made, to shape the future management of an emergency on the scale of the current pandemic’.¹ Has it learned any lessons? Isn’t it time to tell its governing body the Regent House even if it is not obliged to publish the Report on that which should surely complement the one we are discussing?

¹ *Reporter*, 6585, 2019–20, p. 454.

Professor D. CARDWELL (Pro-Vice-Chancellor for Strategy and Planning, and Fitzwilliam College), read by the Senior Proctor:

Deputy Vice-Chancellor, this Report, which I commend to the Regent House, is the second Allocations Report to be published in approximately eight months. The overall position has therefore not radically altered, although the University now has a clearer understanding of the immediate consequences of the Covid-19 pandemic. The Academic University as a whole is projected to achieve a small surplus in 2021–22, but the Chest continues to forecast a substantial operating deficit – the difference between Chest income and Chest expenditure – of £40m. The Planning and Resources Committee and the Finance Committee have agreed that Chest expenditure in 2021–22 may be funded, in part, by a contribution from other sources of funding available to Schools and institutions, reducing the Chest allocation deficit to £28m.

This Chest forecast is informed by forecasts of Chest expenditure, prepared on the basis of six months’ actual expenditure to 31 January 2021 and projections to 31 July 2021. This move towards an expenditure-based budget was introduced in the previous Allocations Report; the financial year-end for 2020–21 will provide actual data to enable a comparison to what had been forecast in that Report, and will inform further, incremental improvements to planning and budgeting for 2022–23. These will include early agreement of expenditure controls to support planning in Schools and institutions.

I reiterate the remarks I made in November 2020; acknowledging the University’s current cost base, and recognising commitments already made, is not a decision about whether those costs and commitments should remain in the long-term. In the first instance, however, we must recognise existing levels of activity and understand the extent of the challenge the University faces in achieving financial sustainability.

I am not complacent about this challenge, but I am also encouraged by the progress that has been made in recent months to develop initiatives to make the University more efficient, achieve recurrent savings or generate net income. These include substantial change projects within the University Recovery Programme and a growing portfolio of activity which has been supported via the Surplus Improvement Fund. There is important work to do in the next couple of years to translate these opportunities into the necessary and fundamental improvements to the University’s long-term efficiency and sustainability.

COLLEGE NOTICES**Elections***King's College*

Elected a Fellow Benefactor with effect from 28 June 2021:

Mr Edward Malcolm James McKenzie, M.A., *K*

Elected Fellow Commoners with effect from 28 June 2021:

Mr Gavin Oldham, OBE

Dr James Tuohy, M.D.

Elected to a Bye-Fellowship with effect from 1 July 2021:

Dr Thomas J. Roulet, M.Phil., *Institut d'Etudes Politiques, Paris*, M.A., Ph.D., *HEC Paris*

Elected to a Bye-Fellowship with effect from 1 October 2021:

Dr Sarah Williams, M.Sci., M.A., Ph.D., *K*

Elected to a Professorial Fellowship with effect from 1 October 2021:

Dr John Perry, M.Sc., Ph.D., *Exeter*

Vacancies

Clare College: Bursar (fixed-term); tenure: one year from 1 October 2021; stipend: £85,000; closing date: 30 July 2021 at 12 noon; further details: <https://www.clare.cam.ac.uk/Bursar-Fixed-Term/>

Fitzwilliam College: Wellbeing Co-ordinator; tenure: permanent and full-time; salary: £36,610–£42,301; closing date: 28 July 2021 at 10 a.m.; further details: <https://www.fitz.cam.ac.uk/wellbeing-co-ordinator>

Girton College: Janet Harker Fellowship and College Lectureship in the Biological Sciences; tenure: permanent and part-time; stipend: £4,126 (four hours) or £6,188 (six hours) plus additional stipend per student for Director of Studies; closing date: 4 August 2021 at 12 noon; further details: <https://www.girton.cam.ac.uk/work-at-girton>

Homerton College: College Research Associates; tenure: three years in the first instance (and subject to funding and postdoctoral status) from 1 October 2021 or later in the academic year; closing date: 31 August 2021 at 5 p.m.; further details: <https://www.homerton.cam.ac.uk/vacancies#26287>

Wolfson College: Junior Research Fellowships (any subject, up to ten available); tenure: one year from 1 January or 1 April or 1 October 2022 (dependant on funding), renewable for a further two years; non-stipendiary with dining privileges and annual research allowance; closing date: 4 October 2021 at 12 noon; further details: <https://www.wolfson.cam.ac.uk/people/fellows/junior-research-fellows>

Memorial Notices*Jesus College***Memorial Ceremony for Dr John Adkins on 19 September 2021**

A Memorial Service for Dr John Adkins, Emeritus Fellow of Jesus College (see p. 761), will be held in Jesus College Chapel on Sunday, 19 September at 2 p.m. Tea will be served after the service in the Hall, Jesus College. For further details please see: <https://www.jesus.cam.ac.uk/events/memorial-ceremony-dr-john-adkins>.

Memorial Service for Professor Michael Waring on 6 November 2021

A Memorial Service for Professor Michael Waring, Emeritus Fellow of Jesus College and Member of Downing College, Emeritus Professor of Chemotherapy (see *Reporter*, 2019–20: 6569, pp. 134 and 136, and 6583, p. 447), will be held in Jesus College Chapel on Saturday, 6 November at 2 p.m. Tea will be served after the service in the Hall, Jesus College. For further details please see: <https://www.jesus.cam.ac.uk/events/memorial-service-professor-michael-waring-scd-frsc-craes>

EXTERNAL NOTICES**Oxford Notices**

Merton College: Academic Officer; tenure: permanent and full-time; salary: £23,500–£26,500; closing date: 4 August 2021 at 9 a.m.; further details: <https://www.merton.ox.ac.uk/vacancies>