

The world's leading institution for the  
study of Asia, Africa and the Middle East





Map of  
**SOUTH AFRICA,**  
 Showing the Routes of the  
 Rev<sup>d</sup> D<sup>r</sup> Livingstone  
 between the years  
 1849 & 1856.  
 By John Arrowsmith.  
 1857.

0 100 200 300  
 English Miles.

The Rev<sup>d</sup> D<sup>r</sup> Livingstone's Route is Coloured

Left: from the SOAS Archives and Special Collections – printed map of South Africa showing the routes of the Revd. Dr Livingstone between the years 1849 and 1856, one of the exhibits in 'The Life and Afterlife of David Livingstone' at the Brunei Gallery.



Looking back over the past year, it is clear that our role as interpreter of complex global issues and guardian of specialised knowledge is more important than ever.

Our ability to make a difference in the world has been strengthened by significant philanthropic support. This year we received a transformational £20 million donation from Alphawood Foundation, one of the largest gifts ever recorded to UK higher education, especially in the field of arts and humanities. Through this gift we can build on our existing expertise to make a step change in the study and preservation of Buddhist and Hindu art in Southeast Asia. We also received a major donation from our long-standing supporter, MBI Al Jaber Foundation, to further the work of our London Middle East Institute (LMEI), the largest centre of Middle Eastern expertise in Europe. Through the £1 million gift, the LMEI was able to relocate into a prestigious building and more accessible home in Russell Square, adjacent to our vibrant precinct.

We were honoured to welcome Graça Machel, a figure of global stature to preside over the graduation of the largest cohort in the School's history. In her role as SOAS President, the renowned humanitarian gave an inspirational speech at our vibrant graduation ceremonies, calling for worldwide education for women and the end of gender based violence.

We consolidated our strengths in our regions and the UK through a number of high profile research and teaching initiatives. We launched our new cross-disciplinary powerhouses—the SOAS China Institute and the SOAS South Asia Institute. Our teaching reached more people than ever before through our first MOOC (on Understanding Research Methods) and we launched two new undergraduate programmes, BA English and BA International Relations, which met and exceeded their recruitment targets in their first year. We continue to improve the student experience, introducing a paid internship programme and making great progress on the 'SOAS into Senate House' project to extend our vibrant campus in the heart of London.

Our submissions to the Research Excellence Framework (REF), the new system for assessing the quality of research in UK higher education institutions, show the extraordinary reach and effect of our work. Supporting the Malawi government in its goal of self-sufficiency in food production; working with the World Bank and UN on justice sector reform in Afghanistan; informing financial sector policy in the emerging economy of South Africa; challenging negative perceptions of Muslims and Muslim communities in the UK; bringing Japanese history, art and culture to new audiences; informing legislation governing water provision in India—just a handful of examples of the impact of our research and worldwide networks.

SOAS is defined by its people and their ideas. They are our most precious resource, so we are delighted to have retained the European Commission's HR Excellence in Research Award which recognises our commitment to researcher development and to have received a 'Bronze level' institutional charter mark from the Equality Challenge Unit for advancing gender equality in arts, humanities and social sciences in higher education.

As we approach our centenary in 2016–17, SOAS continues to make a positive impact on a changing world, through excellent research and teaching and through our profound engagement with Asia, Africa and the Middle East.

A handwritten signature in black ink that reads "Paul Webley". The signature is written in a cursive, flowing style.

Paul Webley  
Director  
SOAS, University of London



# Research

Our research is constantly evolving,  
demonstrating our increasing  
importance and relevance to the  
world in the twenty-first century.



Malawian farmers await the distribution of subsidised seed and fertilizer through a countrywide programme supported by SOAS research. Photo: Andrew Dorward



Lukas Nickel, an expert on the archaeology of China, argued that the terracotta warriors of the First Emperor of China were 'likely' to have been influenced by Hellenistic kingdoms in Asia that were established following the conquests by Alexander the Great. Dr Nickel cites ancient Chinese records that reveal tales of giant statues appearing in the far west.

## Engaged with the present

SOAS is profoundly engaged with contemporary issues and our research into the management of food and water has a direct impact on the lives of the people in the poorest societies.

With limited access to land, a rapidly growing population and low levels of agricultural productivity, the people of Malawi face major food security and development challenges. As one means of addressing these challenges, the government of Malawi has for almost a decade run an innovative countrywide programme subsidising smallholder farmers' access to high-quality seed and fertilizer. This has been supported by the research of Andrew Dorward, Professor of Development Economics. Working with colleagues in Malawi, his analysis has informed the work of policy makers, funders and the people delivering the programme on the ground—including the Malawi Ministry of Agriculture and Food Security, international agencies and national Civil Society Organisations. As well as leading interactions with the policy community, Professor Dorward has conducted reviews and developed new theoretical insights and conceptual frameworks to model the effects of the programme on rural livelihoods and on national development. The programme has made significant contributions to the livelihoods of large numbers of poor and food insecure people in Malawi and Professor Dorward continues to be involved in its development, to help maximise its effectiveness and efficiency.

Philippe Cullet, Professor of International and Environmental Law, worked closely with the Indian

Government's Planning Commission, in particular with its working group on water governance. While India has seventeen percent of the world's population, it holds only four percent of the world's renewable water resource. The vulnerability of India's water supply has led to recent moves by the country's government to formulate legislation on the use of this most precious resource. Professor Cullet's research helped to re-define the conceptual framework underpinning water law, such that it is now informed by human rights and sustainability concerns. This led to the drafting of a groundwater model bill, which proposes a radically new legal structure.

## Guardian of specialised knowledge

SOAS maintains unrivalled expertise in the languages, cultures and histories of the civilisations of its regions. By pioneering analysis and sensitive translation into English of classical and contemporary Somali poems, Dr Martin Orwin, Senior Lecturer in Somali and Amharic, has helped to build a positive understanding of Somali culture and its place in world literature. Oral poetry is the primary form of cultural communication and the main channel for Somali history, cultural values and contemporary concerns. Sarah Maguire of the Poetry Translation Centre paid tribute to Dr Orwin, saying: 'Many

The research of Andrew Gerstle, Professor of Japanese Studies, led to a major exhibition at the British Museum of traditional Japanese erotic art and literature, known as shunga. Until the last two decades shunga has been absent from academic research, virtually under a taboo. The critically acclaimed and popular exhibition gave new insight into Japanese society of the Edo period (1600-1868) and the changes resulting from the modernisation of the Meiji era (1868-1912).



## Interpreting complex issues

SOAS experts are sought after to interpret world events as they occur but also to give historical, cultural and social context to contemporary issues. This year SOAS people appeared frequently in the media in the UK and around the world, commenting on the elections in India, the crisis in the Middle East and the formation of Islamic State, the twentieth anniversary since the genocide in Rwanda, the death of Nelson Mandela and the twenty fifth anniversary of the Tiananmen Square massacre. Our spokespeople help to shape the dialogues by debating the issues and offering informed perspectives, often having a direct impact upon the many actors involved in these often complex situations.

This year the breadth and depth of expertise among our specialists on the Middle East was drawn upon for several BBC documentary series on the region. Benjamin Fortna, Professor in the History of the Middle East, served as a historical consultant for the BBC Two series *The Ottomans: Europe's Muslim Emperors*. This major three-part series presented by journalist Rageh Omaar traced the 600-year-old story of the Ottoman Empire that encompassed European, Arab and North African lands. Politics and development experts Professor Laleh Khalili, Professor Charles Tripp and Professor Gilbert Achcar helped to shape BBC Radio 4 series, *Making of the Modern Arab World*—a series which examined the region from the 19th century to the Arab Spring. Language specialists Hugh Kennedy, Professor of Arabic, and Narguess Farzad, Senior Fellow in Persian, contributed to a major series by BBC Radio 3, *The Islamic Golden Age*, rediscovering some of the key thinkers and achievements from this period, which ranged from 750 to 1258 CE. Professor Kennedy opened the series by chronicling the life and times of the great historian of early Islam, Al-Tabari. Ms Farzad recounted the tale of two remarkable and influential women poets, Rabia Balki and Mahsati Ganjavi.

A book focusing on the Middle East was one of many to win awards this year. Nadjé Al-Ali, Professor of Gender Studies, won The Evelyn Shakir Non-Fiction Award at the 2014 Arab American Book Award for her book on what it means to be Iraqi. With Deborah al-Najjar, Professor Al-Ali edited *We Are Iraqis: Aesthetics and Politics in a Time of War*, which features contributions from Iraqi artists, writers, poets, filmmakers, photographers and activists—both in country and in the various diasporas. Among subjects tackled by the contributors are identity, the lasting impact of war and cultures in transition, compounded by US's invasion of their home country.



The speed of modern development will lead to the loss of around half of the 7,000 languages spoken today by the end of this century, according to Dr Mandana Seyfeddinipur, Director of the Endangered Languages Documentation Programme at SOAS. Research at SOAS is trying to stem the tide by supporting the documentation, preservation and dissemination of endangered languages across the globe. Rustaa Capazaad, pictured, is one of a dwindling number of speakers of Taleshi. Photo: Gerardo de Cavo

non-Somali speakers have been introduced to the brilliance of Somali poetry and countless Somalis have been able to meet their most admired poets and read their poetry in excellent English translation. Few other academics working in the humanities can have had such a broad-reaching, decisive impact on communities beyond the academy.'

A new book by Owen Wright, Emeritus Professor of Musicology of the Middle East, opened the doors to the music scholarship of early fourteenth century Cairo. His book, *Music Theory in Mamluk Cairo*, provides a critical edition of the text of *gāyat al-maṭlūb fī 'ilm al-adwār wa-'l-ḍurūb*, the most significant music theory text to survive from the period. Detailed commentary and analysis places the work in the theoretical tradition of the time and paints a picture of the author, Ibn Kurr.



Above: from the Islamic Golden Age – inside Sultanahmet Mosque, Istanbul. Photo: Rachel Tang



Right: Hong Kong: construction workers do their daily exercise before they begin work. Our unrivalled understanding of China is channelled to the wider world of business and government through the SOAS China Institute. Photo: Elton Law

## Developing future scholarship

Now in its second year, the Doctoral School continues to be the focus for delivering advanced training and inter-disciplinary insight that are at the top of the list of research funding bodies’ priorities. SOAS’ diverse community of more than 700 research students are working at the frontiers of their subjects, pushing the boundaries of their disciplines. SOAS retained the European Commission’s HR Excellence in Research award, demonstrating the School’s firm commitment to improving the working conditions and career development of research staff who will go on to deliver high quality, high impact research for the benefit of society.

SOAS is a founding member of the London International Development Centre (LIDC). As well as partnering on research projects with a focus on agriculture and nutrition, SOAS academics developed the first LIDC short course on impact evaluation—a programme designed to help international development professionals evaluate the impact of their projects.

SOAS PhD graduate Jörg Matthias Determann was awarded the 2013 British Society for Middle Eastern Studies Leigh Douglas Memorial Prize for his thesis *Globalization, the State, and Narrative Plurality: Historiography in Saudi Arabia*, which the judges described as “work of extraordinary value and scholarly integrity.” Robtel Neajai Pailey, whose doctoral research explores the effect of conflict, migration, globalisation and post-war recovery on Liberian citizenship, was recognised in an international list of the most influential foreign policy leaders under the age of 33.

## Delivering first class consultancy projects

Our consultancy activities through the Enterprise Office make our specialist expertise available to a wide range of agencies and businesses across the world. The United Nations High Commission on Refugees commissioned a report on Somali refugees by Dr Laura Hammond, Head of the Department of Development Studies; Colin Poulton of the Centre for Development, Environment and Policy delivered a project on political economy in agriculture for the German development agency GIZ; Professor Terry McKinley, Director of SOAS’ Centre for Development Policy and Research, provided expertise for the Asian Development Bank project on measuring and monitoring social protection; and Dr John Campbell, Reader in the Anthropology of Africa and Law, led an initiative to develop a manual on cultural competence for dealing with African asylum seekers for the Centre for International Migration and Integration in Jerusalem.

Among several customised training programmes were the Leadership Development programme for students from the Chinese University of Hong Kong and the Executive Training Programme for Japan and Korea for 40 business people from all over the EU. With EU Funding, Werner Menski and Sham Qayyum from the School of Law delivered the fourth SOAS Community Leadership Programme in conjunction with Tower Hamlets Council to help empower future community leaders, this time for members of the Somali community in London in particular.

Tailored briefings were developed for clients from the public and private sectors; as well as the regular programmes for diplomats, SOAS welcomed clients from UNICEF, Mitsubishi, Macquarie and John Swire and Sons.

# Teaching & learning

We offer more than 350 undergraduate degree combinations and almost 200 postgraduate programmes in the social sciences, humanities and languages. Our teaching across our disciplines is distinguished by its regional focus and global relevance. Our students are at the heart of what we do.





Jerusalem 2012: two people scale the West Bank Barrier Wall. SOAS has launched a new MA Palestine Studies offering an understanding of Palestinian history, political structure, development, culture and society. Photo: Iselin Shaw

## Meeting the needs of a changing world

Constant innovation keeps SOAS teaching and learning relevant and rewarding. Our new undergraduate and postgraduate taught programmes respond to political and cultural developments and the demand for specialist skills from the School's global community of students.

Through study of world history and global power relations, SOAS BA International Relations students are equipped to understand contemporary world events. They gain a keen understanding of the sources of conflict and cooperation among states, shifts in the international economy, as well as the roles of culture, identity and ideas in world politics. BA English explores many facets of English as a world language, used by close to one billion people. It places English language and literature firmly in their historical and global contexts. Students explore how English has been shaped and adapted by different cultures, learn how Shakespeare's plays have influenced the world and study literatures in English from around the globe.

The Alphawood Scholarship Programme was launched in January, recruiting the first cohort of outstanding students to SOAS for postgraduate studies focusing on Buddhist and Hindu art in Southeast Asia.

The scholarships are awarded to candidates who aim to preserve and advance Southeast Asian art through teaching, further study or any other activity in the region. They are funded by the Alphawood Foundation, Chicago, whose £20 million pledge to SOAS has enabled the School to establish an ambitious academic programme that will build on its world-leading research expertise and existing institutional links in Southeast Asia. Among the first cohort of Alphawood scholars are arts professionals from the region's major cultural agencies, including the Documentation Centre of Cambodia, the Authority for the Protection and Management of Angkor and the Region of Siem Reap, Vietnam's Da Nang Museum of Cham Sculpture, Cambodia's Ministry of Culture and Fine Arts, Peranakan Museum in Singapore and Thailand's National Museum in Bangkok.

Both the SOAS China Institute and the SOAS South Asia Institute have launched masters programmes aimed at students pursuing careers in business, government and the media. The programmes offer a skill set built on disciplinary rigour together with comprehensive area knowledge and cultural and linguistic fluencies. The new two-year MA Advanced

Students of Music in Africa explore selected musical cultures, both traditional and popular, covering some of the best documented musical genres from Africa, as well as current musical trends and some of the leading artists, with a critical look at African musicology.



The first cohort of Alphawood scholars encounter the latest approaches and techniques in curation, restoration and preservation through collaboration with departments in London's renowned cultural institutions, such as this class with Dr Heather Elgood at the British Museum.



SOAS is home to one of only five National Research Libraries in the UK with 1.5 million volumes, periodicals and audiovisual materials in 400 languages, focusing on Asia, Africa and the Middle East. Access to library and IT resources receives a 90% satisfaction rate from our students (National Student Survey 2014).

Chinese Studies delivers language-based training across a wide range of disciplines in the humanities and social sciences and includes an extended period of study at Zhejiang University in Hangzhou, where students can take advantage of short-term internships with local companies. At the core of the new MA Intensive South Asian Studies is the study of Bengali, Hindi, Nepali or Urdu and the politics of contemporary culture. Once again, students undertake an extended attachment at a university or research institute in India, Pakistan or Nepal. The new MA Palestine Studies offers an understanding of Palestinian history, political structure, development, culture and society while MA Global Digital Cultures combines theory and practice, exploring the historical development

of digital technologies and the internet as well as the impact of such technologies in diverse economic, political and cultural realms, especially within the global South. Students are introduced to the range of new research tools for understanding the Internet, social media and big data as well as becoming digital adepts, developing collective and individual blogs and acquiring other digital multi-media skills.

Once again, SOAS students proved the excellence of language and culture teaching, coming second and third the UK final of the Chinese Bridge Competition, a prestigious international contest in Chinese language and culture proficiency for non-native speakers, and winning first and third prize in the Speech Category at the UK Japanese Speech Contest.



Widening participation: as part of the IllumiNations festival, London school pupils learnt to play the gamelan.

## Extending our teaching and learning to new audiences

SOAS has a strong track record in raising the aspirations of people under-represented in higher education. Last year, one initiative brought students from all over London to learn Korean, Swahili and Japanese while developing study skills to help them succeed at A-levels. This was part of SOAS' Step-On: Achieving Success programme, which supports state school pupils who are either from the first generation in their families to apply for university or entitled to free school meals. In addition, teachers from all over the UK were invited to try out the Step-On programme themselves. Twenty-one teachers attended classes in Turkish, Mandarin and Arabic.

Our annual IllumiNations: Reflections of Global Cultures festival brings together 100 pupils from London secondary schools in a celebration of the languages and cultures spoken by Londoners and studied at SOAS. In 2014, the 12 to 14-year-olds had a taste of Persian, Bengali, Tibetan, Japanese, Swahili, Indonesian and Thai. They also tried out Adinkra printing from Ghana, made Tibetan peace flags, had fun with origami and played the Gamelan.

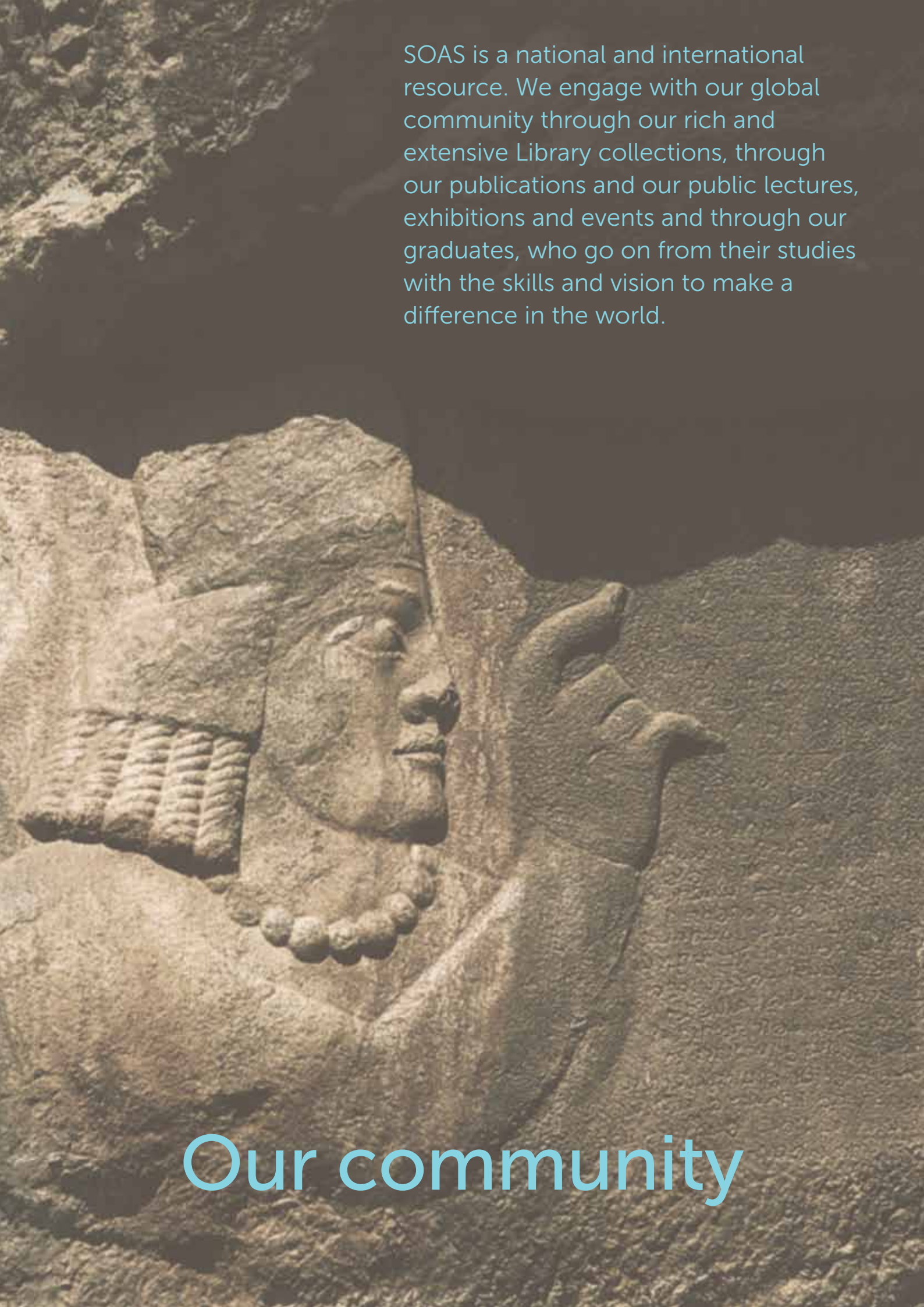
In June, SOAS launched its first ever MOOC (Massive Open Online Course) entitled Understanding Research Methods. The six-week course develops the student's ability to design a research project, choose and execute appropriate methods and assess its academic rigour. Around 40,000 students from all over the world registered for the free course,



The SOAS team stole the show as they battled through to the semi-finals of University Challenge.

which was delivered in partnership with University of London's International Academy and Coursera. Course instructor Dr J Simon Rofe, said: "It was particularly heartening to hear from students of how their appreciation of research will allow them to help themselves and their local communities around the globe."

The second SOAS Academic Summer School built on the success of its launch year and doubled student figures. This year's intake of students attended nine courses, covering areas such as development, politics, migration, Jawi, culture and society, law and Arabic. Students came from countries all over the world to take part in the programme, including Norway, Italy, Canada, Brazil, Denmark, India, France and Russia.

A large stone relief carving of an ancient Egyptian pharaoh's head and hand, set against a dark background. The pharaoh is shown in profile, facing right, with a prominent beard and a headdress. The hand is raised, with fingers slightly curled. The carving is made of a light-colored stone, possibly limestone or sandstone, and is set against a dark, textured background.

SOAS is a national and international resource. We engage with our global community through our rich and extensive Library collections, through our publications and our public lectures, exhibitions and events and through our graduates, who go on from their studies with the skills and vision to make a difference in the world.

**Our community**

Left: the Zoroastrian High Priest, Kirder, was chief magus for over thirty years to several Sasanian kings in the late third century. He left various inscriptions including this important one at at Naqsh-e Rostam in Iran, which was used as the central image to promote a major exhibition on Zoroastrianism at the Brunei Gallery.

Right: Student Entrepreneur of the Year Lorenzo Tedeschi sorts oranges imported from Sicily, just one of the high quality products sold through his business What Nature Offers (WNO), which cuts out the middle men and brings higher revenues to the producers.



## Skills for enterprise and employability

The Enterprise Office continues to foster entrepreneurship among SOAS students. This year the launch of the pilot competition 'Use your Passion: Kick Start your Idea' gave our students the chance to transform enthusiasm into a viable enterprise project with impact either in the UK or internationally. Of the many wonderful ideas, eight projects and 11 students were selected, receiving seed-funding of up to £500 to help turn their idea into reality. Successful project ideas included a new ethical clothing kitemark and Tanzanian laptop covers.

One SOAS student's business idea not only won a prestigious award, but showcased SOAS entrepreneurship with a social conscience. Sarah Bedford's initiative tackling social isolation in residential homes was jointly awarded the Provost's prize by the London Entrepreneurs' Challenge, a competition run by UCL Advances. Her business plan is a social food programme called Eat&Greet that brings together care home residents with groups of visitors over a weekly lunch in the home. For the business to be viable, visitors pay for an affordable lunch, with half the profits going to the care home and half to Eat&Greet. The Provost Prize awarded Sarah £2,000 to help her get the project off the ground.

The Student-Led Enterprise Project of the Year award went to Natalie Cooper, who was studying for a Masters degree in Migration and Diaspora Studies. To address the lack of educational material for children on African and diaspora culture, Natalie researched, authored, illustrated and published 'African Musical Instruments', an educational book combining history and culture in one appealing visual form. It is now stocked by, among others, the Eden Project in Cornwall and London's Horniman Museum.

Our Careers Service delivered more tailored support for SOAS departments, fielding a careers consultant for each Faculty, as well as the Doctoral School. Careers continues to develop accredited placement opportunities within the curriculum and to engage internationally-focused employers and NGOs who target SOAS for recruitment because they value the unique education received by our students.



Masters student Omar Salha's project, the Ramadan Tent, won Student-Led Volunteer Project of the Year. The initiative, which reached huge numbers through social media, aimed to challenge Islamophobia and misconceptions of the 'other'. At the Ramadan Tent students offered free meals to homeless people, students and members of the public regardless of their backgrounds.

## Engaging the wider public

The Brunei Gallery staged several exhibitions which brought our collections and research expertise to a wider audience. 'The Life and Afterlife of David Livingstone: exploring missionary archives' marked the bicentenary of the birth of Dr David Livingstone, bringing together rarely seen letters, photographs, maps and artefacts from SOAS' special archive collections. As well as looking at his career in a wider historical context, the exhibition examined in detail some of the important personal relationships that developed between Livingstone and key African figures of the period, and more broadly at the African response to 19th century evangelical mission. 'The Everlasting Flame: Zoroastrianism in History and Imagination' was the first exhibition to provide a visual narrative of the history of Zoroastrianism, one of the world's oldest religions. Through priceless artefacts from around the world, the exhibition took visitors on a journey from the earliest days of the religion to its emergence as the foremost religion of the Achaemenid, Parthian and Sasanian empires of imperial Iran. The exhibition explored its rich cultural heritage and the influence it has had on the major world religions of Judaism, Christianity and Islam.



SOAS President, the renowned humanitarian Graça Machel.



The redevelopment of the North Block of Senate House will help SOAS to play its role as a world-class institution.

## Recognising excellence

SOAS' biggest—and according to some, 'best-ever'—graduation took place in July. Global stateswoman and renowned humanitarian Graça Machel presided over the five ceremonies, giving a powerful address that resonated strongly with SOAS' values and mission.

SOAS awarded two Honorary Doctorates and one Honorary Fellowship over the three days of celebration. Professor Howard Goldblatt received an Honorary DLit in recognition of his work as a translator and scholar and the promotion of Chinese language literature to a global audience; Mr Ping-cheng T'ung, a SOAS alumnus and former member of the School's teaching staff, received an Honorary DLit in recognition of his outstanding contribution to language teaching and Chinese language pedagogy; and humanitarian campaigner Mr Phuntsog Wangyal, also a SOAS alumnus, received an Honorary Fellowship in recognition of his charitable work with the Tibet Foundation.

The annual volunteering awards recognise the amazing achievements of our students. The Volunteer of the Year was Lisa Aissaoui, who founded a project in Burkina Faso for a local charity which helps children out of school to focus on cultural arts. She fundraised to build the headquarters of the charity and put together a photography project to present a positive image of Africa which has since been exhibited in France and SOAS. The judges were impressed by her display of 'great leadership and initiative'.

The Director's Teaching Prizes recognise excellence in teaching and the promotion of learning within the School. This year the prize for Innovative Teaching went to Dr Angela Impey of the Department of Music, while Professor Doris Behrens-Abouseif of the Department of the History of Art and Archaeology won the prize for Inspirational Teaching.

Ms Christine Singer was awarded the Graduate Teaching Assistant prize for her work in the Department of the Languages and Cultures of Africa and the Centre for Media Studies.

## Degree awarding powers

This year the degrees awarded by the School were for the first time in the name of SOAS, University of London. In the past, SOAS had only been able to award degrees on behalf of the University of London. Degree awarding powers were granted to the School by the Privy Council on the advice of the Quality Assurance Agency for Higher Education, the Government body that monitors standards in the sector. Degree awarding powers recognise both quality of teaching and SOAS' ability to set and maintain academic standards.

## The future

SOAS celebrates its centenary in 2016–17. As we look back over 100 years of academic achievement, we are also looking to the future educational and research needs of our academic community.

In readiness for our celebrations, we will amalgamate our two campuses onto one central site in Bloomsbury through the development of the North Block of Senate House. This will transform SOAS' ability to fulfil its academic vision and mission.

Not only will the North Block project bring all of our community onto a single vibrant campus in this prestigious London district of learning and heritage, it will also enable the planned increase by 21% of SOAS' student body and support initiatives like the new China and South Asia Institutes. Student experience is at the heart of the design, which will create a dynamic and social central hub, providing learning and teaching facilities fit for the twenty-first century and for our role as a world-class institution.



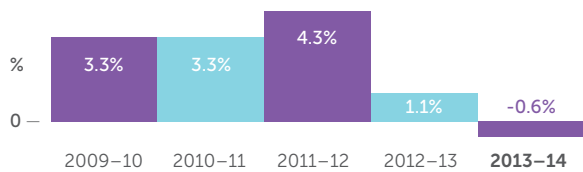
# Financial statements

# Financial overview

For the year ended 31 July 2014 the School incurred a deficit (adjusted for the transfer to accumulated income within restricted endowments) of £0.4m which is equivalent to 0.6% of gross income and compares to a surplus of £0.8m for 2012–13 (1.1%). The move from a surplus in 2012–13 to deficit in the current year is partly caused by a marginal fall in the student population resulting in an income shortfall compared to initial forecasts. Furthermore, the School's decision to embark upon a major programme of activity to, amongst other things, improve the School's information technology infrastructure, systems and procedures and thus significantly improve services for students and better support staff contributed to a higher rate of increased expenditure in 2013–14 than in recent years.

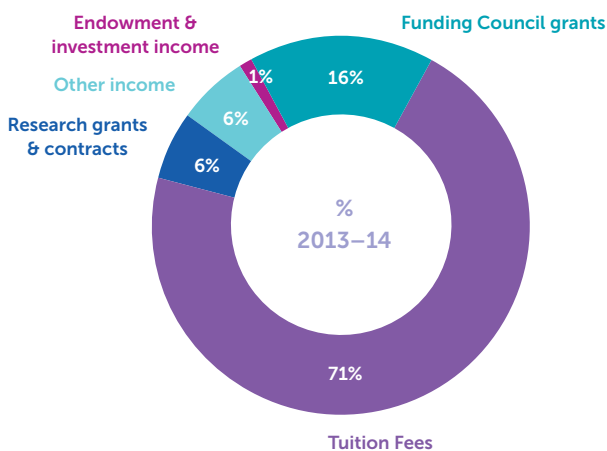
The current year's outturn is below the target of 2% surplus set out within the School's 5 year financial strategy for the 2013–14 financial year and the shortfall is one indicator of the challenging environment in which the School currently operates. The target surplus is set to rise to 5% by 2017–18, the level needed to provide sufficient funds for investment in the School's estate and in new academic initiatives, as well as providing a buffer for unexpected income reductions.

Surplus as % of gross

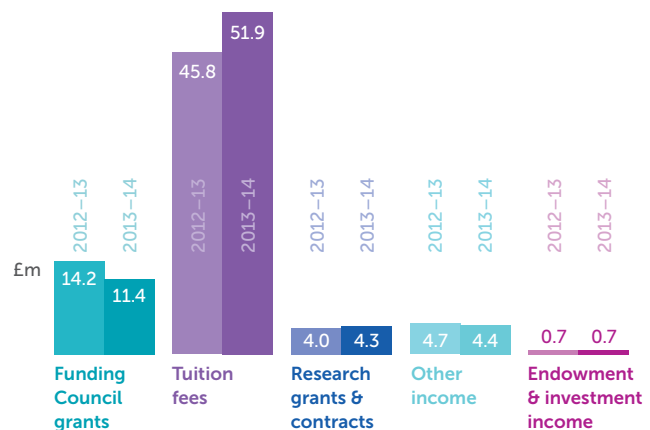


## Income

Income by source 2013–14



Year on year change



### Income growth

Total income increased by 5.0% compared with the previous year. Funding Council grant income has continued its downward trend under the new funding regime, falling 19.8%. Tuition fees grew by 13.3% and now represent 71% of the School's income, up from 65% in the previous year. Income from research grants and contracts grew ahead of inflation for the second consecutive year and now stands at £4.3m – almost returning to its highpoint of £4.4m achieved in 2010–11. Income generated from endowment and School investments grew moderately at 2.3% following the large fall in 2012–13 of 26% caused by the sale of a share of the investment portfolio, realising £9.8m, to part fund the refurbishment of the North Block of Senate House.

Income growth

	2012–13	2013–14
Funding Council grants	-12.6%	-19.8%
Tuition fees	8.5%	13.3%
Research grants & contracts	5.8%	8.3%
Other income	6.9%	-4.5%
Endowment & investment income	-26.1%	2.3%
<b>Total income</b>	<b>2.8%</b>	<b>5.0%</b>

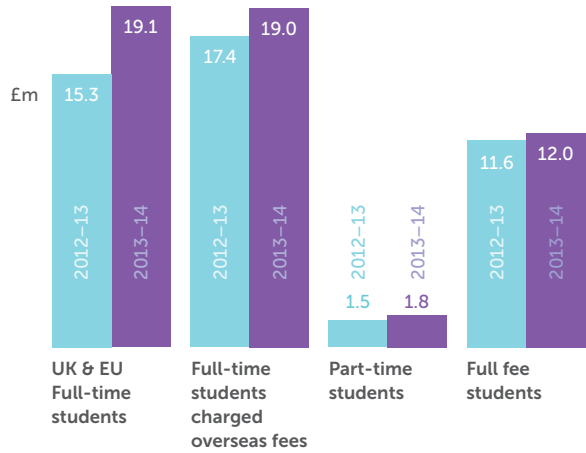


**Income: tuition fees**

Full-time UK and EU fee income rose 24.8% largely due to the second year intake of undergraduate students paying £9,000 fees. This rise was partly offset by the fall in Funding Council Teaching grant and the cost of bursaries. Fee income from overseas students has risen 9.2% which is marginally lower than last year's increase [9.4%].

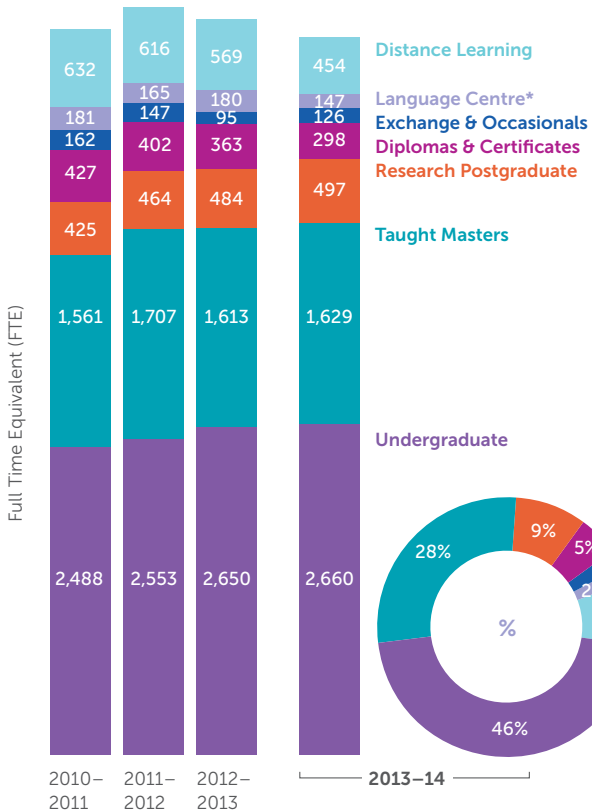
Income from Distance Learning students grew by 11.0% recovering some of the fall of 22.9% reported in 2012–13. The improved performance in Distance Learning reflects the success of a new programme in Global Diplomacy which is performing well after its launch in late 2012–13. Language Centre income fell 0.6% which, whilst disappointing, significantly slows the decline of 2012–13 [12.2%]. Finally the International Foundation Courses and English Language Studies income fell 1.7%. These programmes operate in a very competitive environment and this has contributed to the pressure on their income.

Fee income – year on year changes

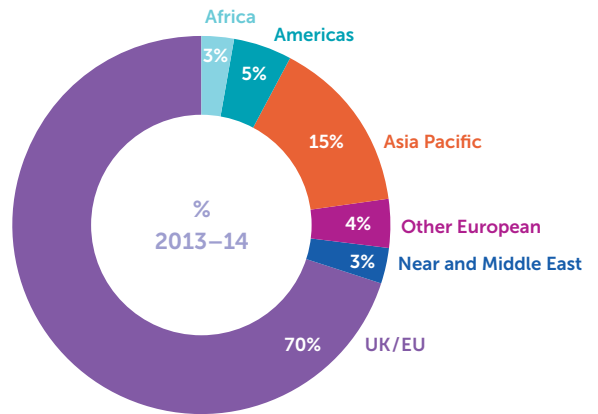


**Student numbers**

Student FTE



Undergraduate & postgraduate student FTE by origin

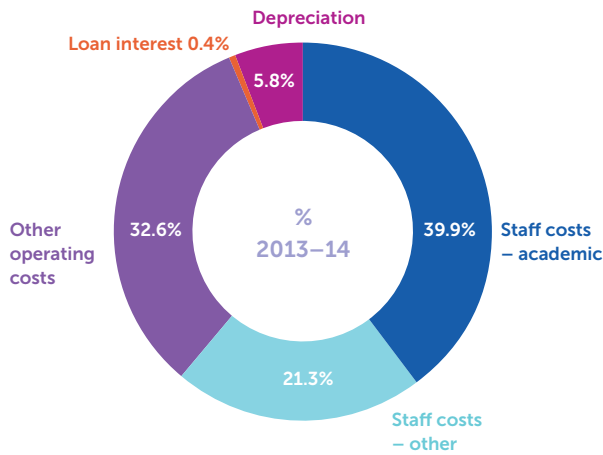


The School had 5,811 full time equivalent (FTE) students in 2013–14, a decrease of 143 compared with the previous year [5,954]. Student studying diplomas and certificates falls by 65 FTE (or almost 18%) and Distance Learning numbers fell by over 20%. In contrast, students on Exchange and Occasional study programmes and research postgraduates FTEs increased by 32.6%, [31], and 2.7%, [13], respectively.

\* (Evening & Short Courses)

# Expenditure

## Expenditure 2013–14

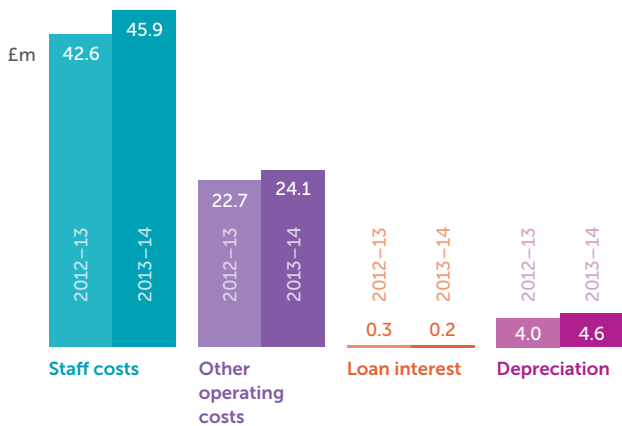


## Expenditure year on year growth

Expenditure on staff costs has risen by 7.9% in contrast to the recent past where the rise in 2012–13 of 2.7% has been more typical. The rise is mainly explained by an increase in full time staff numbers. Academic full-time equivalent (FTE) staff numbers have risen by 5.1% over the period and support staff FTEs has fallen marginally (0.8%). The increase in staff expenditure reflects the School’s decision to invest in academic staffing to support anticipated future growth in student numbers. The 2013–14 national pay award of 1% and the rise in costs as staff progress up incremental pay scales also contribute to the rise in staff costs.

Other operating costs rose by 6.5%, of which 1.6% was due to an increase in expenditure on published materials, (notably, an increase in purchase of electronic books and serials). Increased expenditure on fellowships, scholarships and other fees accounted for just over 1% of the rise, whilst the cost of professional fees caused a further 1.2% rise as the School engaged advisors to assist with a major update of its estates strategy and long term maintenance plans. Other noteworthy changes underlying the increase relate to greater expenditure on marketing and recruitment. Depreciation rose as a result of the completion of several large capital projects.

## Year on year change



## Expenditure year on year changes

	2012–13	2013–14
Staff costs	2.7%	7.9%
Other operating costs	13.4%	6.1%
Depreciation	9.8%	13.9%
<b>Total Expenditure</b>	<b>6.4%</b>	<b>7.7%</b>

## Capital investment

The last 12 months have seen significant progress in the School's capital programme, with investment of £6.6m in the estate. Projects have included:

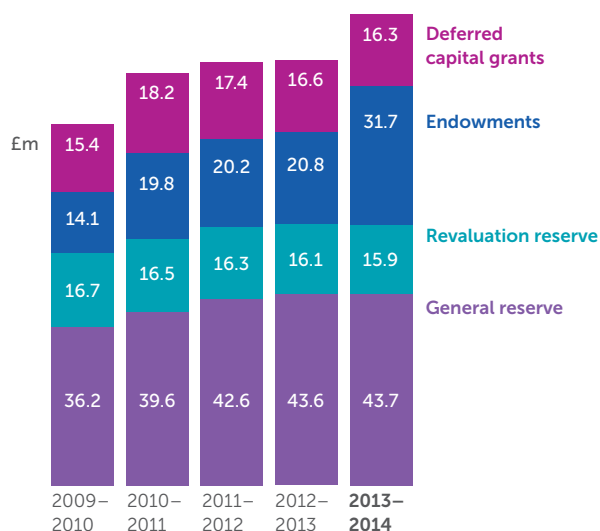
- Expenditure of £2.9m on finalising the planning and design work for the North Block of Senate House refurbishment project and completion of the enabling works.
- The first phase of the 'infill block' project within the Main Building to improve the efficiency of space usage and to upgrade the standard of accommodation of one of the few remaining parts of the estate in poor condition (£0.5m).
- Completing the majority of the upgrade to the Phillips building ventilation plant at a total cost £1.4m and two further projects on the School's schedule of long-term maintenance to improve our electrical infrastructure and wash room facilities at a combined cost of £0.4m.
- Enhancement of the School's information systems with £165k spent on phase one of upgrading the Library management system and a further £93k spent on implementing a student CRM system.

During the next 12 months the School will progress the capital programme with a range of projects including:

- The commencement of the main construction phase of refurbishing the North Block of the University of London building Senate House in Autumn 2014. The North Block project is expected to cost approximately £33m and has the potential to transform SOAS by providing much needed additional space adjacent to the School's Russell Square campus and facilitating the consolidation of the estate onto one site.
- Completion of the 'infill block' project started in 2013–14 and expected to cost £1.8m in total.
- The replacement of the boilers within the Brunei Gallery with the aim of improving energy efficiency and increasing the resilience of energy supplies on the Russell Square campus in advance of the opening of the North Block of Senate House [£656k].
- The initial stages of a project to refurbish the Phillips Building windows (£0.5m in 2014–15) that will, in the longer term, move the School closer to meeting its carbon reduction targets as well as improving the comfort of students and staff within this grade 2 listed building.
- Refurbishment of the 23/24 Russell Square buildings plus improvements to the Main Building reception and landings at an estimated cost of £0.8m. It is anticipated that the main building project will result in improvements to the quality and quantity of social space available for students.

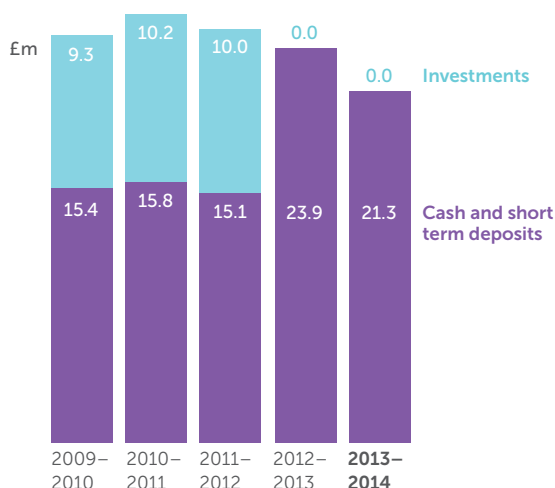
## Balance sheet and liquidity

Net Assets



During 2013–14 the School's net assets grew by 10.7% (2012–13: 0.7%) to £107.5m.

The School's endowment funds grew by £10.9m to £31.7m. The bulk of this increase is a consequence of the receipt of the first tranche (£9.8m) of the generous £20m donation from the Alphawood Foundation. This donation will fund a step change in the knowledge and understanding of South East Asian Art. The Alphawood gift will contribute £5m to the funding of the North Block of Senate House capital project, create a permanent endowment for three senior academic posts within the SOAS Art and Archaeology department and provide scholarships and bursaries to eligible students wishing to undertake the study of South East Asian Art. The increase in the market value of the underlying investments grew marginally by £57k.



Despite significant capital expenditure over the course of 2013–14, the balance of cash and short term deposits at 31 July 2014 is only £2.6m lower than the previous year at £21.3m.

In view of the continuing uncertainty in the banking sector, the School’s investment criteria and limits for cash deposits have been temporarily amended to:

- limit the number of institutions for depositing funds to UK high street banks satisfying the agreed minimum ratings;
- raise the minimum criteria for deposit takers to Fitch grade A;
- lower the maximum period of deposit from 12 months to 6 months.

The School’s variable rate loan of £8.4m is hedged by two interest rate swaps, covering approximately 50% of the current loan balance, providing some protection against any adverse movements in LIBOR interest rates. The outstanding loan balance is being repaid quarterly over the remaining 17-year term.

## Future outlook

The School recognises that the next few years will be challenging and uncertain times for all universities in England in light of changes to the funding and undergraduate fee regimes for home and EU students.

The recent changes to the funding regime saw the School lose almost all of its HEFCE teaching funding for new home/EU students from September 2012 as funding shifted from direct funding to indirect funding via student loans and increased undergraduate fees. The School received £3.7m in 2013–14 down from £5.5m in teaching grant in 2012–13. By 2015–16 this is anticipated to fall to £2.6m. As in the previous year, the School is charging a fee of £9,000 in 2014–15, the maximum chargeable under the new funding regime. Our forecasts assume no further increases in the maximum fee in the next three years, which effectively means a fall in the real value of funding available per Home/EU undergraduate student after taking account of inflation. This fee level has been accepted by the Office of Fair Access (OFFA) as part of the School’s access agreement. The centrality of the School’s aim to widen participation is demonstrated by the inclusion within our access agreement of a commitment to invest almost 27.4% of additional fee income (by 2018–19) on widening access and retention. As part of the School’s commitment to ensuring that students from disadvantaged backgrounds are not discouraged from accessing Higher Education for financial reasons, this commitment includes ensuring the School’s financial support for these students is maintained at over £1.1m over the period of the access agreement to 2018–19.

The Home/EU undergraduate market has been subject to recent change with the introduction of a core and margin system for student number control. This has effectively reduced the regulated undergraduate student numbers for all institutions setting average fees of above £7,500 and removed the cap on the number of undergraduate students that may be recruited with A level grades of ABB or above for 2013–14 and 2014–15.

Recent Government announcements signal a further liberalisation of the United Kingdom higher education market. From 2015–16 onwards the cap on the number of regulated fee places will be removed. These changes are certain to increase the competition for students from current providers and potentially new entrants to this market. In the longer term this is likely to lead to a greater number and more diverse range of providers.

An early assessment of student enrolment in 2014–15 indicates the impact of the new fee regime on SOAS continues to be mixed. Whilst the School has maintained its home undergraduate intake to approximately the levels achieved in the previous year, we remain conscious that the desired level of growth was not achieved. The impact however has not been consistent across all subjects with certain subjects performing better than in previous years while others have performed worse. It has been encouraging to note that new programme launches, particularly the new undergraduate degree in international relations, have been successful in attracting students. There are

a number of other programmes in the planning stages which are expected to have a positive impact on future recruitment.

In terms of overseas student recruitment (upon which the School is heavily reliant) SOAS continues to perform well relative to its peers. However, it is recognised that the movement of students across international borders is unstable and may be adversely affected by the global economy, exchange rates, international competition and perceived underinvestment in student facilities.

In an environment of increasing competition for both home and overseas students and heightened student expectations, the School cannot be complacent about attracting and retaining the best students. As such the School has embarked on a number of actions to address this including:

- increased and more targeted promotional activity;
- a comprehensive review of the School's website to ensure its effectiveness is maximised;
- improved engagement with prospective students (capitalising on the recent investment in a new student CRM system);
- further improvements to academic tutoring with a specific aim of enhancing the timeliness and quality of assessment and feedback;
- enhanced capital expenditure on the estate.

More general actions to address student recruitment risk and the risks of moving from grant funding to fee funding:

- a follow up review, following recent changes, of the School's postgraduate fee structure to ensure that, where possible, fees are aligned to the full cost of provision;
- diversifying sources of income by expanding contract research, consultancy, enterprise and short course provision;
- building on the establishment of a high quality internship scheme to improve employment outcomes for students; and
- building on the recent successes in endowment fund raising.

The School's Senior Management Team will appraise all of the School's academic activities and professional services functions with a view to keeping the cost base at the most economic level consistent with maintaining the quality of academic or service delivery.

In addition to the initiatives to improve the effectiveness of the School's operations and the quality of its infrastructure, the School is also planning to build on the recent major changes to its academic portfolio. In 2014–15 further efforts will be made to expand the range of activities of the two recently established Institutes for the study of China and South

Asia. Both Institutes have the potential to significantly advance the profile of SOAS, reinforcing its position as a world leading Higher Education Institution. The Institutes are headed by directors of international standing and will act as a focal point for the breadth and depth of expertise within SOAS in China and South Asia.

In recognition of the challenging environment faced by all Higher Education Institutions, the School's primary strategy shall be one of improving efficiency in the delivery of academic activities and professional services functions alongside continued diversification and expansion of income generating activities.

The School's Governing Body has approved the lease acquisition and subsequent full refurbishment of the North Block of the Senate House building, University of London, which is adjacent to the Russell Square Campus. The project is budgeted at £33m and the refurbishment programme is expected to be completed in summer 2016. On completion the North Block will not only provide much needed additional space, it will allow consolidation of the estate on the Russell Square site. An important objective of the project is the provision of improved quantity and quality of academic space, thereby removing an existing constraint on growth.

The School will be celebrating its centenary in 2016–17 and it is anticipated the formal opening of the newly refurbished North Block of Senate House will be one of a number of major events to mark this important milestone.

## SOAS and public benefit

Since it was established in 1916, SOAS has made a unique contribution to intellectual scholarship in its specialist subject areas of Asia, Africa and the Middle East. SOAS has also made a significant contribution to public benefit through its services to society.



A major SOAS study in 'Fairtrade, Employment and Poverty Reduction in Ethiopia and Uganda' revealed that wage workers are commonplace on 'smallholder' farms. The picture shows Dr Carlos Oya, one of the researchers, interviewing a worker.

SOAS is a legally independent corporate body as well as an exempt charity. The Charities Act 2011 places an obligation on charities to demonstrate explicitly how they provide public benefit and in preparing this statement the School has had regard to the Charity Commission's guidance on public benefit. The Act requires that institutions clearly identify benefits related to the aims of the charity; that the benefits must be to the public, or to a section of the public; that where the benefit is to a section of the public, the opportunity to benefit must not be unreasonably restricted by geographical or other restrictions or by ability to pay fees; and that people in poverty must not be excluded from the opportunity to benefit.

SOAS makes a significant contribution through its teaching, research and other activities to many of the specific categories of charitable purposes set out in the Charities Act 2011 including:

- the prevention or relief of poverty;
- the advancement of education;
- the advancement of citizenship or community development;

- the advancement of the arts, culture, heritage or science;
- the advancement through human rights, conflict resolution or reconciliation or the promotion of religious or racial harmony or equality and diversity; and
- the advancement of environmental protection or improvement.

SOAS teaches courses which cover all of these categories. Our research informs the policy and initiatives of government, charities, NGOs and other agencies around the world. Our graduates go on to work in these organisations too.

Through mainstream media our spokespeople help to shape the dialogues by debating the issues and offering informed perspectives, which ultimately have a direct impact upon the many actors involved in these often complex situations. This year alone, SOAS specialists provided extensive commentary on the elections in India, the current crisis in the Middle East and the formation of Islamic State, the 20th anniversary since the genocide in Rwanda, the death



Goma, on the edge of Lake Kivu bordering the Democratic Republic of Congo and Rwanda, has been the site of episodes of violence and massive refugee flows since the mid-1990s. Research by Dr Phil Clark assesses the nature and impact of both local and international transitional justice responses after mass atrocity.

of Nelson Mandela and the 25 year anniversary of June Fourth (Tiananmen Square).

Major research projects such as 'Fairtrade, Employment and Poverty Reduction in Ethiopia and Uganda' have attracted widespread media attention; the findings highlighted the level of dependence on wage employment in rural areas. A team of SOAS development economists, Professor Christopher Cramer, Dr Deborah Johnston, Dr Carlos Oya and Emeritus Professor John Sender, conducted a four-year study of rural labour markets in Ethiopia and Uganda in areas producing crops for export. The research showed that people who engage in casual agricultural wage work are the very poorest in rural societies. The researchers revealed contrasts between labour markets in varied institutional settings, including those with Fairtrade certification. Their findings will help to inform policy makers, global trade organisations, corporations and indeed consumers of more effective mechanisms for poverty reduction.

## A national resource

SOAS contributes to the advancement of education and preservation of academic heritage through our extensive Library collections and archives. The SOAS library is one of only five National Research Libraries. It is home to over 1.3 million volumes and significant special collections including archives of missionary societies, NGOs and diplomats. Given its status and reputation, the Library has many registered external users who made nearly 800,000 visits to the Library in 2013–14, more than 18,000 visits of which were made by alumni members. The Library continues to offer a range of seminars and training sessions for members of the School and visitors, focusing particularly on study skills and the use of electronic resources.

## Widening participation

SOAS has a strong track record in widening participation.

Our outreach programmes create engaging, innovative and academically rigorous activities for state schools and colleges across London and the South East, from primary level upwards. A new project 'SOAS Scholars: Thinking Globally!' was piloted in 2013–14 for Year 12 pupils from disadvantaged socio-economic backgrounds across London.

Participants in 'SOAS Scholars' use the School's expertise to explore global perspectives, develop critical thinking skills and find out about higher education. In ten Saturday morning sessions, more than 30 school pupils worked with current SOAS undergraduate students. They took part in masterclasses with SOAS academics on topics such as 'Art and Power in the Arab Uprisings 2011–2013' taught by Charles Tripp, Professor of Politics with reference to the Middle East, and 'Law, Multiculturalism and Intercultural Human Rights' taught by Sham Qayyum, Senior Teaching Fellow in the School of Law.

In the 2013 undergraduate intake, SOAS distributed financial support bursaries worth over one million pounds to the most socio-economically disadvantaged home students. As well as this vital financial support, we continue to provide broader transition support in the form of Bridging Courses for new students. These are offered to students who are the first in their family to go to university; who grew up in an area where there is low progression to higher education; and to mature students entering university for the first time.



Pupils from Lister Community School explore the SOAS Bookshop during the IntoUniversity Buddy programme, designed to offer young students the opportunity to work with inspirational adults at university and learn more about studying subjects at a higher level.



Natalie Cooper, winner of the Student-Led Enterprise Project of the Year award for her book, *African Musical Instruments*. This children's book aims to counter the lack of educational material on African and diaspora culture.

SOAS academics participate in research projects specifically aimed at young people. Dr Ruba Salih, Reader in Gender Studies, and Lynn Welchman, Professor of Law, are part of POWER2YOUTH, a consortium of research and academic institutions, which explores youth exclusion in the South Mediterranean region. The research examines different aspects of youth exclusion across the economic, political, social and cultural spheres. SOAS' role in this project is to ensure the gender dimension of youth exclusion is embedded in every research phase. The gender-sensitive analysis will highlight how youth exclusion might be experienced and perceived differently by young males and females.

## Scholarships

SOAS is particularly aware of the need to ensure that people from all backgrounds can benefit from its degree courses and activities, and that access to benefits is not unreasonably restricted by fees. The School strives to provide education to the best and most deserving students, regardless of their background, country of origin or family income—and scholarships play a key part in our strategy. Scholarships can give an education to deserving individuals who would not otherwise have had the opportunity, whether from the UK or internationally.

In 2013–14 SOAS provided over 190 scholarships including new awards from major supporters such as the Alphawood Foundation as well as continuing support from the Mo Ibrahim Foundation, the Wolfson Foundation and the Allan and Nesta Ferguson Charitable Trust, and corporate partners such as Standard Chartered.

## Developing students to make a contribution to society

SOAS has approximately 5,800 full time equivalent students from nearly 130 countries. These include full-time and part-time students and those studying for undergraduate and postgraduate degrees. Students from around the world also benefit from our Summer Schools which ran for their second year running. The academic programmes included 'Development and Conflict', 'Culture and Society in the Middle East and Arabic Language', and 'Politics and Society of China and Chinese Language'.

Our exceptional Student Services office leads the provision of support to students with disabilities to ensure that they can benefit from study at the School. The office advises students with disabilities on exam arrangements, appropriate library services, disability related funding and learning support to ensure that students gain everything they can from their time at SOAS.

We are the largest provider of postgraduate distance learning courses in the University of London's International Programmes. 4,000 students in over 160 countries are able to access our world class research and teaching, gaining a range of postgraduate qualifications in the process.

Student enterprise supported 22 start-up social enterprises in 2013–14, 10 through the UnLtd partnership, which enables students, staff and alumni to access start-up funding and mentoring for a year. Through a scheme set up by SOAS, eight enterprises received a Use Your Passion funding award worth £500. Four more were funded by The Alumni and Friends Fund. The Graduate Entrepreneur Visa scheme ran for its second year and endorsed eight





Above: 'Stalwarts from the East': a French lady pins a flower on the Sikh saviours of France, Paris, 1916, from the exhibition 'Empire, Faith & War: Sikhs of World War One'. (Source: Toor Collection)

Left: Dastur Noshirvan Dastur Kaikhosrow Behram Framroz from 'The Everlasting Flame' exhibition.

international graduates to stay in the UK to set up a business post-study. Businesses included a legal policy consultancy focusing on natural resource governance in Africa, ethical jewelry made of sustainably mined metals and precious stone and an educational publishing and professional development organisation addressing food and nutrition among young people.

## Engaging communities

The contribution by SOAS to the arts and public education is well known. In 2013–14 more than 65,000 people visited Brunei Gallery exhibitions and events, making this year the best attended in the Gallery's history.

The 2013–14 academic year began with 'The Everlasting Flame: Zoroastrianism in History and Imagination', curated by Dr Sarah Stewart, lecturer in Zoroastrianism at SOAS. The first exhibition of its kind, it provided a visual narrative of the history of Zoroastrianism and explored the religion's rich cultural heritage and the influence it has had on the major world religions of Judaism, Christianity and Islam. The exhibition received extensive media coverage bringing a large number of international visitors to the Brunei Gallery. Plans are now underway to take the show on tour to India.

The theme of religion and faith continued through two exhibitions: 'The Spiritual Highway: Religious World Making in Megacity Lagos' and 'Living Shrines: Uyghur Manifestations of Faith, Saints and Islam in Western China'. 'The Spiritual Highway', a photography exhibition co-curated by Dr Marloes Janson, Reader in West African Anthropology, and Nigerian photographer Akintunde Akinleye brought the Lagos-Ibadan Expressway to the Brunei Gallery as part of a project to explore 'prayer cities', which are huge

in scale with congregations of tens of thousands, competing with each other for new converts.

The year ended with a landmark World War One exhibition to commemorate the remarkable but largely forgotten contribution and experiences of Sikh soldiers, as well as the families they left behind. Presented by the UK Punjab Heritage Association, 'Empire, Faith & War: The Sikhs & World War One' was opened by Secretary of State for Culture, Media and Sport Rt Hon Sajid Javid and achieved phenomenal press coverage and visitor numbers, demonstrating the Gallery's role in introducing a wider audience to new subjects often outside the mainstream.

SOAS presented approximately 1,500 public events throughout the year. The 2013–14 SOAS Inaugural Lecture Series delivered five lectures on a topics ranging from water conservation, democracy and religious minorities in India, capitalism and a welfare state in Asia to the role of history in modern African society and what we need to know about China. As our flagship lecture series, they attract more than 2,000 visitors each year.

SOAS also convened events that engaged with major developments in world affairs. The Centre of African Studies brought together leading experts in the fields of political economy and governance, South African foreign policy, contemporary society and arts and culture to celebrate 20 years of democracy in South Africa; the SOAS China Institute hosted a high profile event on the founder of modern social science Max Weber, focusing on his study of China; and the London Middle East Institute addressed the changing dynamics of the Syrian revolution and combating media distortions in its event 'Syria - Correcting the Narrative, Building Solidarity.'



Director of SOAS Professor Paul Webley pictured with current students who helped raise £61,000 for this year's SOAS Alumni and Friends Fund telephone fundraising campaign.

Thanks to the generosity of the School's alumni, the SOAS Alumni & Friends Fund (AFF) makes a direct impact on student life, supporting current students through scholarships, welfare support, learning resources and projects for developing new skills and experiences. This year AFF raised £61,000, receiving gifts from more donors than ever before. The money raised is used to help students in the following academic year, providing support where they need it most, through scholarships and hardship awards. In addition, SOAS nurtures our international network of 35,000 alumni by hosting events around the world. In 2013–14 events took place in Nairobi, Beijing and Cologne, helping to bring our global alumni network together.

## Environmental sustainability

SOAS has continued to make a significant impact in driving down its energy use and carbon emissions across the estate during the last 12 months. This year we replaced the two original large air handling plants that serve the main Library and a separate unit that serves the Khalili Lecture Theatre. Natural ventilation and heat recovery has been incorporated into these projects, which has enabled SOAS to reduce energy consumption while improving the internal conditions for all visitors to the buildings. LED lighting has also been installed in a number of areas on the estate. Against the 2008–09 baseline of SOAS' carbon management plan, consumption last year was reduced by 23% for electricity, 47% for gas and a huge 73% for heat from the district heating network. These savings along with those from previous years mean that we are now ahead of our carbon reduction target despite more intensive use of our estate.

## Service to society

In 2010, HEFCE published a report—Service to Society—outlining six key areas where universities provide services to society:

- Developing people to make a contribution to society;
- innovating, informing and inspiring: opening up university knowledge, expertise and resources;
- engaging communities and working in partnership.
- informing public policy and the professions;
- stimulating local economic and social development; and
- building international connections.

SOAS is a leading contributor to all of these areas and many of our activities, such as widening participation, contribute to more than one area. For almost a century SOAS has produced graduates who have influenced and changed the world, including presidents, ambassadors, human rights lawyers, diplomats, journalists, philosophers and writers. As the School looks forward to its centenary in 2016, and as the world looks ever more to the East and the South, the relevance and contribution to its fields of excellence and to public benefit have never been greater or more essential.

## Our supporters

We would like to express our heartfelt gratitude to the 584 alumni, staff, students and friends who supported SOAS financially in 2013–2014. Every donation has made a difference.

Our particular thanks go to our major supporters, who are listed here, and those who have chosen to remain anonymous. Their generous support enables us to bring the best students and academic staff to SOAS, pursue ever-more transformational research avenues, and ensure that the School continues to make a tangible impact on the world.

The Academy of Korean Studies  
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Graduating students in the new SOAS academic gowns.



Guardian of specialised knowledge

Modern, ancient, endangered:

Languages

Belief systems

Cultures and histories of civilisations

Engaged with the present

Democracy

Development

Human rights

Identity

Legal systems

Poverty

Religion

Social change

Fluent interpreter of our complex world

Critical analysis

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Language-based, interdisciplinary research

International partnerships

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Cover image from the SOAS  
Archives and Special Collections:  
double frontispiece with an  
entertainment scene. Shams al-Dīn  
Muḥammad Ḥāfiẓ Shīrāzī, *Divan*  
(collected poems)  
Persian. Iran, Shiraz, 16th century  
(ca. 1525). H 20.8 x W 12.2 cm. SOAS  
Library MS 25292, fols. 1v-2r. Donated  
by Mr R. S. Greenshields, 1931.