

Written evidence submitted by the British Council (FRE0110)

1. What are the key priorities of the higher education sector in the negotiations between the UK and the EU?

- 1.1 HE sector priorities centre around facilitating student and researcher mobility (the attraction and retention of people or talent), access to funding to support mobility and research and the transfer of IP, data and goods.
- 1.2 A more supportive policy environment for international research is positively related to higher quality research production (as indicated by Field-Weighted Citation Impact (FWCI)) placing the UK ahead of the other large science and research powers and elevating our universities in international league tables. The UK HE sector depends on international collaboration to ensure the quality of research outputs, as SciVal bibliometrics data shows) and many sector reports.
- 1.3 The opportunity for UK students to undertake an international study experience is an important soft power tool as students build international connections and act as ambassadors for the UK and for UK education (with the additional benefit that students perform better academically, gain soft skills and become more employable). The same can be said for international students who study in UK as undergraduates – they bring a positive impact to the economy and their UK experience sees them act as UK ambassadors when they return to their home country. Furthermore, they are likely to be encouraged to pursue post-graduate education in UK universities.
- 1.4 Universities involved in transnational education (TNE) are also seeking to protect their ability to operate in EU countries.

2. Has the Covid-19 pandemic changed any of these priorities?

- 2.1 The impact of the pandemic has affected the ability of students, staff and researchers to travel. Although, mobility remains a priority for the HE sector, it is unknown when, or indeed if, the same levels of mobility will be possible or desirable after the pandemic. Institutions are building their digital capacity to both teach and collaborate, so mobility and collaboration could become increasingly virtual.
- 2.2 Covid-19 meant that most, if not all, university teaching and learning was moved online. Temporarily, EU students at UK universities became 'Transnational Education' or 'TNE' students, studying for UK degrees from their home countries. We cannot be sure that the Covid-19 experience will change attitudes towards transnational education (TNE) in the long term. Recent British Council research shows that EU students come to the UK because they value the exposure to an English-speaking environment as well as the quality of teaching and research. Still, with the changes to fees/loans and the likelihood of an economic recession across the EU, we are likely to see growing demand for TNE in EU markets, and a growth in UK TNE offers which we're working to support across the EU.
- 2.3 International student recruitment to the UK is likely to decline significantly in 2020-21 due to the impact of COVID-19. Many universities cross-subsidise research from international student fees. Access to research funding sources is now even more critical to institutions, so they are likely to prioritise engagement with European research funding programmes over other programmes.

3. What might be the consequences of a deal which does not meet these priorities?

- 3.1 The opportunity for UK students to undertake an international study experience is an important soft power tool as students build international connections and act as ambassadors for the UK and for UK education (with the additional benefit that students perform better academically, gain soft skills and become more employable). UK students are already not as mobile as those from many other countries¹, although over 50% of current student mobility by UK students takes place through Erasmus+.
- 3.2 Erasmus+ is the European Union programme for education, training, youth and sport. The British Council, in partnership with Ecorys UK, are the UK National Agency for Erasmus+. The current programme runs from 2014 to 2020. Erasmus+ contributes to a range of UK and devolved policies in the areas of higher education, vocational education, apprenticeships, quality of teaching and learning provision, civil society, youth and anti-radicalisation.
- 3.3 Erasmus+ provides opportunities for people of all ages, helping them develop and share knowledge and experience at institutions and organisations in different countries. It also provides opportunities for a wide range of organisations, including universities, education and training providers, think-tanks, research organisations, and private businesses.
- 3.4 On the inward bound side, a reduction in EU undergraduate students to UK universities would negatively impact the soft power potential and see less demand of EU students to pursue post graduate degrees.
- 3.5 The sector is also concerned about the legal consequences of a departure from the EU on TNE. Legislative powers for education reside at national level; the EU cannot legislate (and negotiate) on education on behalf of members states. It is therefore crucial to have British Council presence within member states. This means we will be informed about potential legal issues as they arise. In October 2019 we worked with UUKi, DIT and DfE and collected information on potential legal pitfalls in case of a no deal exit. We shared the information with UK TNE providers through the UUKi TNE network. We continue our work to ensure that legislative provision can take place in key TNE markets and at the level where national educational powers sit (e.g., 18 regions in Spain, 16 federal states in Germany).
- 3.6 While the strength of UK research means that it will still be attractive as a partner in international collaboration, the UK has been both a significant contributor to and beneficiary from Horizon 2020 (H2020), with the highest share of participants in signed grant agreements and the second highest share of total programme funding distributed. If not replaced with another source this loss of income to the research sector would be considerable. EU H2020 grants also provided a higher level of overhead recovery than most UK based funders, and thus would probably be less subsidised by tuition fees.
- 3.7 It would also be harder to form collaborations with EU colleagues unless the UK remained in the European Research Area, or if Fund for International Collaboration (FIC) programmes were increased. Most of the UK's international research funding supports Official Development Assistant (ODA) related activity which makes it harder to collaborate with developed economies such as the EU (or the USA).

¹ 6.6% of the UK students had an overseas experience as part of their course, compared to 15.5% in the USA, 35% in Germany's universities and 20.9% in Australia

3.8 We are dependent on common scientific resources such as the European Synchrotron Radiation Facility (ESRF), the Institut Laue-Langevin (ILL) and the European Organisation for Nuclear Research (CERN) and losing access to these would have an impact on research and innovation work in the pharmaceutical and high-value engineering sectors. Pharma would also be significant here as a sector, and high value engineering.

4. How do the UK's and the EU's negotiations positions compare on matters relating to higher education?

4.1 Whilst Education and Research is being negotiated as part of the discussion around trade of goods and services, there is little published information on the negotiating position for participation in EU programmes, beyond general issues which we mention below. No draft texts have been publicly shared which would show the changes it would like to see in programme text already proposed by the EU. There is concern that including research and education within the wider remit of a comprehensive trade deal, may mean that UK/EU education and research partnerships are conceded for other high-profile priorities.

4.2 It is clear that participation in programmes will likely mean higher financial contributions for the UK than during the previous programming period. This is due to an overall, planned increase in the net budget of major programmes, which has been cited as a concern for the UK Government. Within the sector, the opportunity for additional funding from these increased budgets is particularly attractive in light of the Covid-19 pandemic.

4.3 A further complication is the changes to the draft regulations for Horizon Europe, the new European research programme, which would prevent countries accessing more funding than they pay into the programme. The UK currently benefits disproportionately from Horizon funding, primarily due to its research strength.

4.4 There is also a difference in the stances of the UK and the EU on the level of association to specific programmes that each are seeking. For example, the EU wants third countries to fully associate to the whole Erasmus+ programme, whereas the UK government would like to associate to the mobility component only. The sector wants full participation as it values actions which offer institutional exchange and the ability to develop policy. There is also a concern that partial association may see the UK excluded from initiatives such as the European Universities initiative.

5. On which areas are the UK and EU's aims farthest apart? Where do their positions align?

5.1 There seems to be alignment on the basic principles of the programmes. The EU has said both programmes would benefit from UK participation and the UK has said it recognises the gains from both programmes.

5.2 There seems to be a bigger divergence between the negotiating parties for Erasmus +, than for Horizon. However, there is limited public information about the precise stances of parties on each element.

6. In which EU programmes concerning higher education (for example Erasmus and Horizon) should the UK be seeking continued involvement?

6.1 On 30 May 2018, the European Commission published its [Proposal for the 2021-2027 successor scheme](#) to Erasmus+. The British Council, as part of the Erasmus+ UK National Agency, is part of the public consultation helping to shape it and is having regular discussions

with the DfE as the National Authority about the future of the programme. The devolved administrations continue to be involved and consulted by the National Authority.

- 6.2 Both Erasmus+ and Horizon have provided significant benefit for the UK over the period of its association. By participating in a successor Erasmus+ programme, the UK would benefit from the efficiency of scale and the mechanisms, structures and processes of the world's largest mobility programme. While alternative options are being looked at, it will be important to carefully consider the time and work needed to conclude bilateral mobility agreements with individual countries that achieve the same level of mobility for UK students.
- 6.3 Similarly, the funding and networks afforded to the UK by the Horizon programme are important for UK research. By participating in both main pillar research activities and the European Research Council (ERC) the UK would maintain access to significant levels of research funding and vital research communities.

7. Given the UK and EU's negotiating positions what level of involvement appears possible?

- 7.1 The UK Government has said that it is open to maintaining cooperation in the areas of education and culture, including through EU Programmes in areas such as youth, culture, education and science and innovation.
- 7.2 Our understanding is that the UK Government is looking to associate with Erasmus and Horizon Europe when it is in the interest of the UK. The Political Declaration set out that UK participation would be on the basis of a set of agreed terms which would provide for a fair and appropriate financial contribution, provisions allowing for sound financial management by both sides, fair treatment of participants, and management and consultation appropriate to the nature of the UK's involvement.
- 7.3 This could involve seeking to participate only in certain aspects of Erasmus (e.g. HE mobility) or only Horizon Europe. Erasmus+ currently covers a range of activities beyond mobility but it doesn't currently appear possible for the UK to engage in all of these.

8. What alternatives to involvement in these programmes are available or may be possible?

- 8.1 The UK is considering alternative arrangements for both programmes. In order to be successful, these will need to include a funding element which allows for delivery of the Government ambitious aims for research and mobility and access to the kind of international networks and communities that allow research on the great challenges to progress effectively.

9. Has leaving the EU and entering the transition period affected the ability of institutions and stakeholders to access projects with EU partners or successfully apply for support from EU funding streams?

- 9.1 Whilst the transition period legally gives the UK full ability to participate in programmes, there are numerous examples where bids which include UK implementors fronting such work have been refused.
- 9.2 Within the sector, there is anecdotal evidence that academics have found it much harder to participate even in Horizon 2020 programmes since the referendum result, i.e. before the transition period. While the UK had previously been an advantageous partner to include on a

large consortium grant, due to the perceived expertise and ability of the sector to secure funding, in the months and years after the referendum vote we observed key UK candidates removed or left off consortium bids as their participation was so unclear.

- 9.3 In the skills sector, the EU is a very significant funder for TVET work and the declining ability to participate in EU programmes compromises the ability to create access to new markets for UK TVET agencies since there are few alternatives available for TVET organisations to undertake international project work and give visibility to the strength of the UK sector.

10. What wider impact might the new immigration regime have on individual institutions, the higher education and creative sectors in general?

- 10.1 Currently, the main concern of the HE sector around the new immigration regime is the lack of guidance and information on the scheme. There is now less than five months until the changes will be introduced and the level of detail currently provided does not leave much time for the sector to ensure that it has the correct processes and practices in place. If students, staff and researchers don't have the necessary information in time, they may also choose not to come to the UK.
- 10.2 In the creative sector, mobility is also an important issue, as we seek to increase the mutuality of our programmes and showcase a diverse range of international work in the UK. Artists and creative sector workers are an asset to the UK, both to its cities and communities and, as the UK redefines its position on the global stage, it needs to remain open to the world. Delays with the UK visa process have the potential to have a significant impact on our soft power standing and, on our ability, to showcase our work overseas, for example at the Venice Biennale and through the British Council Collection. In the past two years, artists have been refused visas to take part in a number of our programmes and major cultural events and festivals. We have heard from the sector that smaller arts organisations who don't have resources for dedicated expertise around securing visas find the process complex and hard to navigate. We also understand that in many cases visa refusal is linked to financial status – artists who have multiple and often modest sources of irregular funding are more likely to fail to meet the threshold for financial security.
- 10.3 Mobility for both people and cultural goods is, for example, essential for, La Biennale di Venezia - the longest-running international art and architecture Biennale and one of the most prestigious cultural institutions in the world. Widely considered a 'must-see' of the Biennale, the British Pavilion represents the most significant opportunities to showcase the creativity of UK art and architecture on an international platform, with up to 500,000 international visitors each year. The logistical challenges of mounting complex world class exhibitions in Venice would be compounded if constraints are placed on the movement of cultural goods by way of carnets or customs checks, creating cost and delays in the supply chain which would impact on non-profit arts organisations which do not generate revenue by these activities. Without clear guidance on new policies for shipping artworks and associated equipment, the installation of our 2021 exhibition may be further complicated with unplanned delays and financial implications.

10.4 Since 1938 the British Council has been collecting works of art, craft and design to promote abroad the achievements of the very best British artists, craft practitioners and designers. It has now grown to a collection of more than 8,500 artworks, from paintings, prints and drawings, to photography, sculpture, multi-media and installations. The collection has no permanent gallery and has been referred to as a 'Museum Without Walls'. Artworks from the Collection are used to create exhibitions for the Visual Arts' international exhibition programme, which cover both solo and group exhibitions. Artworks in the collection may also be lent to museums and galleries in the UK and overseas, and a number of objects are placed on long loan to museums and galleries to enhance their holdings of British art. Artworks are also publicly displayed in the British Council's teaching centres and offices in the UK and around the world. The British Council Arts Collection, and its work in advancing British art abroad, shares a similar risk to the UK's contribution at the Venice Biennale if measures aren't put in place to allow for the movement of artworks to the EU, with clear guidance on insurance, VAT and related tariffs. Without these policies in place, this could lead to a reduction in UK ability to lend art and EU's desire to borrow art from the UK, and ultimately a reduction in the representation of British art and innovation in EU exhibitions. With increased costs and longer lead-in times for any planning it could possibly mean that only the largest EU national, commercially-minded borrowing institutions would be able to show British art and artists, and smaller more agile organisations are excluded and a gap widened within the sector.

11. What provisions is your sector seeking on the mutual recognition of professional qualifications?

- 11.1 Unlike education legislation, the recognition of professional degrees resides at EU level and therefore needs to be part of the UK-EU negotiations.
- 11.2 Although there is limited detail on this issue available, there is concern that member states might use the changed relationship as an opportunity to make it difficult for holders of UK professional degrees and other professional qualifications to work in their countries.
- 11.3 This may have a knock-on effect on UK TNE provision which often leads to professional degrees (nursing etc). The British Council is closely monitoring the situation in country, and is seeking to identify potential issues and, where relevant, we are working with ministerial contacts to ensure national legislation remains supportive.

12. What steps are institutions taking to adjust to the changes to tuition fees paid by EU students?

- 12.1 The overall number of EU students in the UK increased by 3 per cent between the 2017-18 and 2018-19 academic years (139,150 to 143,025 – source: <https://www.hesa.ac.uk/data-and-analysis/students/where-from>). Expected changes for EU students from 2021 onwards, including their fee status, access to tuition fee loans and new immigration rules for UK study, are likely to negatively impact student numbers from the EU. This will be damaging for a sector already predicted to suffer loss of income during the 2020-21 academic year.
- 12.2 The UK HE sector has been waiting for confirmation from the UK Government and the Devolved Administrations that EU students will be eligible for international student fees before deciding how to respond. This confirmation has only recently been received in some parts of the UK (and is still pending in Northern Ireland), so the HE sector is still developing its response.

- 12.3 The British Council is supporting the sector's EU recruitment through its Study UK campaign that is designed to inform students in EU countries of policy changes that will affect them from 2021 and, in parallel, help to maintain levels of enrolment for 2020-21. We are working directly with higher education sector representative bodies to develop and coordinate a unified message from the UK sector. We deliver this to our student audience and the UK sector will use the campaign alongside their individual marketing. We are also working with UK Missions in country to coordinate messaging with government; and with partners, influencers and media in country.
- 12.4 The British Council student recruitment work combines targeted social media promotion, online webinars and face-to-face engagement. Our insights show that students with genuine intentions to study abroad look for clear, practical information about all aspects of the application process.
- 12.5 Finances are the number one concern for EU students - this includes fees, living costs, health insurance. (British Council research, Feb 2020). We're working with universities directly as we seriously need their help providing us with messaging on fee levels and availability of institutional financial support for EU Students. We are also working in country with national partners to have an overview of the level of national support available to support study in the UK. Leading EU HE countries all host national funding schemes for incoming students.
- 12.6 To help address these concerns, and possible negative perceptions of the UK, the UK Government could consider including EU students in the Chevening Scholarships Programme or work with the British Council and the GREAT campaign to develop a Study UK-branded programme of postgraduate scholarships, including a wraparound marketing campaign and media relations to convey the UK study offering to EU students in key markets such as France, Germany, the Netherlands and Italy. .
- 12.7 A scholarship offer would enhance the reputation of and promote high-quality, innovative research and teaching in the UK's higher education sector to a targeted audience in the selected countries; reinforce the message that the UK continues to welcome the brightest and best EU students; encourage EU students to consider and apply to UK universities - in the face of competition from other international providers such as Germany; US; Australia; galvanise sector partners in a joint and timely initiative to promote their study offer under a unifying national brand.

13. Are there existing international arrangements for cooperation in higher education that the UK could fall back on if agreement cannot be reached with the EU?

- 13.1 **Language Assistants** supports UK students and recent graduates in taking up a placement in a school to assist in teaching English language and culture, in one of fourteen countries. 2,000 students from UK institutions participate annually in the scheme. 95% of language assistants report that the experience gave them new skills to enhance career prospects. In addition, around 700 of the approximately 3,000 secondary schools across the UK have a Modern Language Assistant supporting language learning at GCSE and A level through the language assistance programme. They support attainment and motivation to continue language learning to a higher level and also prepare students to use their foreign language in a practical context and be ready for the world of work.

- 13.2 **IAESTE** supports work-placements for UK STEM students, including applied arts, of between six weeks to 12 months in one of over 80 countries. 100 students from UK institutions participate annually in the scheme.
- 13.3 **Global Wales Discover** supports Welsh-domiciled students from HEIs in Wales to undertake a short period of mobility (2-8 weeks) for study or work in another country. This programme has a strong focus on under-represented student groups. 350 students from UK institutions participate annually in the scheme.
- 13.4 **The Newton Fund** supports PhD students to undertake a period of research mobility internationally. 17 students from UK institutions participate annually in the scheme.
- 13.5 The US-UK Fulbright Commission also funds a number of post-graduate and post-doctoral scholarships for UK citizens to study in the US.
- 13.6 **Bi-lateral and trilateral research mobility and funding schemes:** The UK Government has said that should the UK not associate to Horizon Europe it remains committed to exploring credible and ambitious alternatives to deliver positive outcomes for science, research and innovation, and that enable world class collaborative research. BEIS is working with the National Academies and UK Research and Innovation (UKRI) to develop ambitious and credible alternatives to association that would enable world-class collaborative research. BEIS commissioned Sir Adrian Smith to provide independent advice on the design of potential future UK funding schemes for international, innovation and curiosity-driven blue-skies research, in the context of the UK's future ambitions for international collaboration on research and innovation.
- 13.7 The British Council EU Region is currently exploring if there is an opportunity for a trilateral funding partnership between the UK, Israel and Germany to boost academic collaboration between researchers in the field of clean growth. This partnership would build on the existing commitment of the Wohl Foundation, which, together with the British Council Israel, developed the 'Wohl Clean Growth Alliance' to invest \$1m in bringing together UK and Israeli researchers to tackle these challenges. The initial critical stimulus will facilitate mobility between groups of researchers, policymakers, technology transfer offices and the public to form partnerships and future joint grant applications in Clean Growth to other international grants.
- 13.8 The British Council runs BIRAX (<https://www.britishcouncil.org/il/en/birax/projects>), the bilateral UK-Israel life science research funding scheme. Drawing on the success of BIRAX and our presence in countries which are amongst the UK's top 10 research collaborators (Germany, France, Italy, Netherlands, Spain and Switzerland) this may provide a model for new bilateral and trilateral research mobility and funding schemes.



Committee on the Future Relationship with the European Union

House of Commons, London, SW1A 0AA

Email: freucom@parliament.uk Website: <https://committees.parliament.uk/committee/366/committee-on-the-future-relationship-with-the-european-union/>

27 July 2020

Sir Ciarán Devan
Chief Executive
British Council

Dear Sir Ciarán,

The House of Commons Committee on the Future Relationship with the European Union is inquiring into the progress of the negotiations between the UK and the EU. Under normal circumstances, the Committee holds regular oral evidence sessions in Westminster. However, measures to prevent the spread of the coronavirus make this difficult.

The Committee is keen to gather as much evidence as possible to inform its deliberations so I am writing to you to ask whether you would be willing to help us with our work by making a written submission. We welcome general responses to our [call for evidence](#), which was published on 4 March. We also hope that you would be willing to answer some of the more specific questions set out below on two areas that fall within your area of expertise. Submissions need not address every bullet point and can include other matters that you think are relevant to the negotiations and should be drawn to the attention of the Committee.

On education:

- What are the key priorities of the higher education sector in the negotiations between the UK and the EU? How do these priorities vary between different institutions and stakeholders? Has the Covid-19 pandemic changed any of these priorities? What might be the consequences of a deal which does not meet these priorities?
- To what extent did the UK Government consult your sector before publishing its negotiating aims and draft texts? How well does what the Government has proposed meet its needs? What further provisions would you have advised the Government to seek?
- How do the UK's and the EU's negotiations positions compare on matters relating to higher education? On which areas are the UK and EU's aims farthest apart? Where do their positions align? What is your assessment of the level of technical detail the negotiators have grappled with on this topic to date?
- In which EU programmes concerning higher education (for example Erasmus and Horizon) should the UK be seeking continued involvement? Given the UK and EU's negotiating positions what level of involvement appears possible? What would be the consequences of this for the UK's higher education sector? What alternatives to involvement in these programmes are available or may be possible?
- How might the new immigration regime impact the higher education sector? To what extent might any risks and opportunities be influenced by provisions on labour mobility envisaged in the UK and EU's negotiating positions? How might these affect the ability of higher education institutions to recruit and retain staff and students from EU member states? How might these affect the ability of UK staff to work with or for higher education institutions in the EU, either on a permanent or temporary basis? What wider impact might this have on individual institutions and the higher education sector in general?
- What provisions is your sector seeking on the mutual recognition of professional qualifications? What impact might an agreement on MRPQ based on the either the UK or

EU negotiating positions have? To what extent have institutions and stakeholders in your sector engaged with your counterparts in EU Member States to progress mutual recognition of qualifications on a bilateral basis, outside the framework of a future UK/EU agreement; and if you have, what progress has been made?

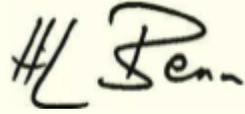
- Could you sketch out a possible compromise between the UK and the EU on matters related to higher education and how it might be achieved?
- Based on the parameters set out by the UK and EU draft legal texts, could reaching an agreement with the EU restrict the UK's ability to pursue agreements on matters concerning higher education with third countries? For example, due to differing regulatory and data standards?
- Is it clear what institutions and stakeholders in your sector must do to prepare for the end of the transition period? What remains uncertain? How much progress have been made on preparations so far? What support has the Government made available? What would be the consequences if UK did not receive a positive data adequacy decision from the EU? What steps are institutions taking to adjust to the changes to tuition fees paid by EU students?
- Has leaving the EU and entering the transition period affected the ability of institutions and stakeholders to access projects with EU partners or successfully apply for support from EU funding streams? What experiences have staff in the sector had in relation to the implementation of the UK's settled status scheme?
- What would happen if agreement was not reached between the UK and the EU on matters relating to higher education? What would be the consequences of this for institutions and stakeholders in your sector? What steps could the UK Government take to mitigate these consequences? What evidence is there that it has taken, or is planning to take, these steps? Are there existing international arrangements for cooperation in higher education that the UK could fall back on if agreement cannot be reached with the EU?

And on mobility:

- Given the two draft legal texts, what does the EU legal text cover and what does the UK legal text cover when it talks about mobility and short-term visits without the need for a visa?
- What are the major differences between the two positions on mobility in the negotiations? How would you explain any differences? Given the two positions, what do they appear to agree on?
- What could be the barriers to an agreement on mobility being negotiated this year? To what extent will the rules for British people wishing to work in the EU, be determined by an EU wide agreement or by domestic law in the UK and each Member State?
- What types of economic activity, and sectors of the UK economy, currently benefit from being able to move staff between the UK and EU Member States temporarily or for longer periods?
- Given the likely scope of a future agreement on mobility, how will this affect exports of UK services? In particular, for (a) businesses wishing to move staff between the UK and the EU, and (b) the self-employed and freelancers?
- What should businesses be doing now to prepare for the likely outcome of the negotiations on mobility and social security coordination?
- How might it affect those engaged in activities relating to culture, education, or science and innovation? How will it affect British people who wish to make short term visits to an EU Member State for non work-related activities? And EU citizens who wish to make similar visits to the UK? What will this mean for family visits or tourism?
- How does any agreement on mobility interact with an agreement on social security coordination? How might an agreement on social security differ to what operates at the moment? Are there any international examples that might serve as useful precedents?
- What will be the legal basis for any fall-back options on 1 January 2021 in the event of no agreement being reached on mobility and social security coordination?

The Committee staff will be happy to discuss the inquiry, any issues raised, or the process for submitting written evidence. You can contact them at freucom@parliament.uk.

Yours,

A handwritten signature in black ink, appearing to read 'H/ Benn'.

Hilary Benn
Chair of the Committee