

Steve Chadwick: Profile

- 40 years in Education
- 33 years in Universities (**Hong Kong & UK**)
- 28 in strategic planning
- University of **Northumbria** ('New' University)
- **Newcastle** University (Russell Group)
- **Durham** University (Russell Group)
- **Exeter** University (Russell Group)
- University of **Bristol** (Russell Group)
- **Consultant** in central London & middle east
- Director, Chadwick Consulting & Training Ltd
- **Director of Strategy, Planning & Change, Bristol**



Where is
Bristol
University?



Bristol University

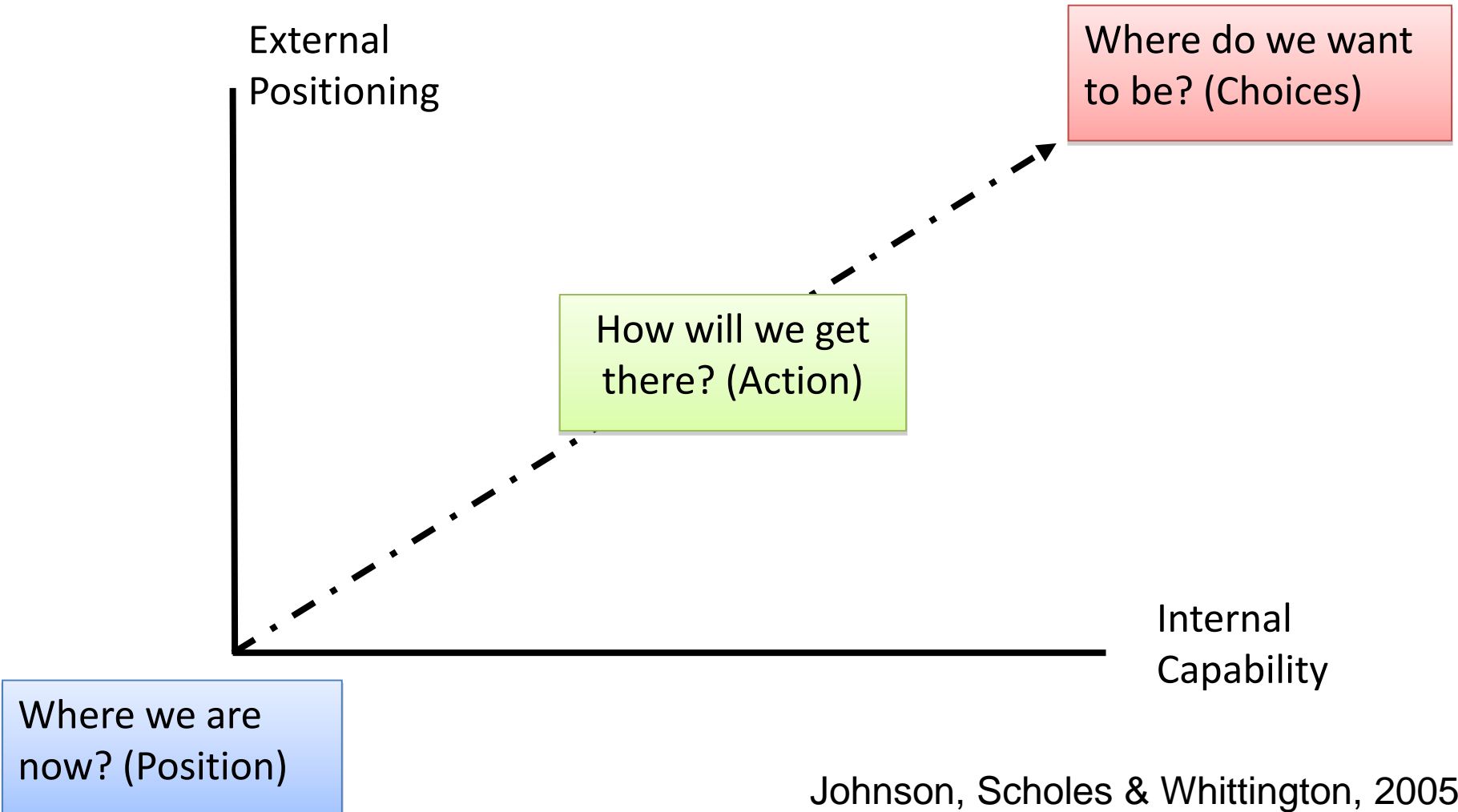
- **24,000 Students**, from **150 Countries**
- **51st** in the World (**QS** Rankings 2018)
- **Top 5 in UK for Research** (THE analysis of REF 2014)
- **Top 10 in UK** (QS Rankings 2018)
- **Top 4 in UK with leading employers** (High Fliers Survey)
- **13 Nobel Prize Winners**
- **11 Research Institutes**

About my talk

- I am ***not*** an academic
- I ***am*** a practitioner
- Personal perspective on an ‘exam question’:

“What are some of the key elements that make strategic planning effective in a higher education institution?”

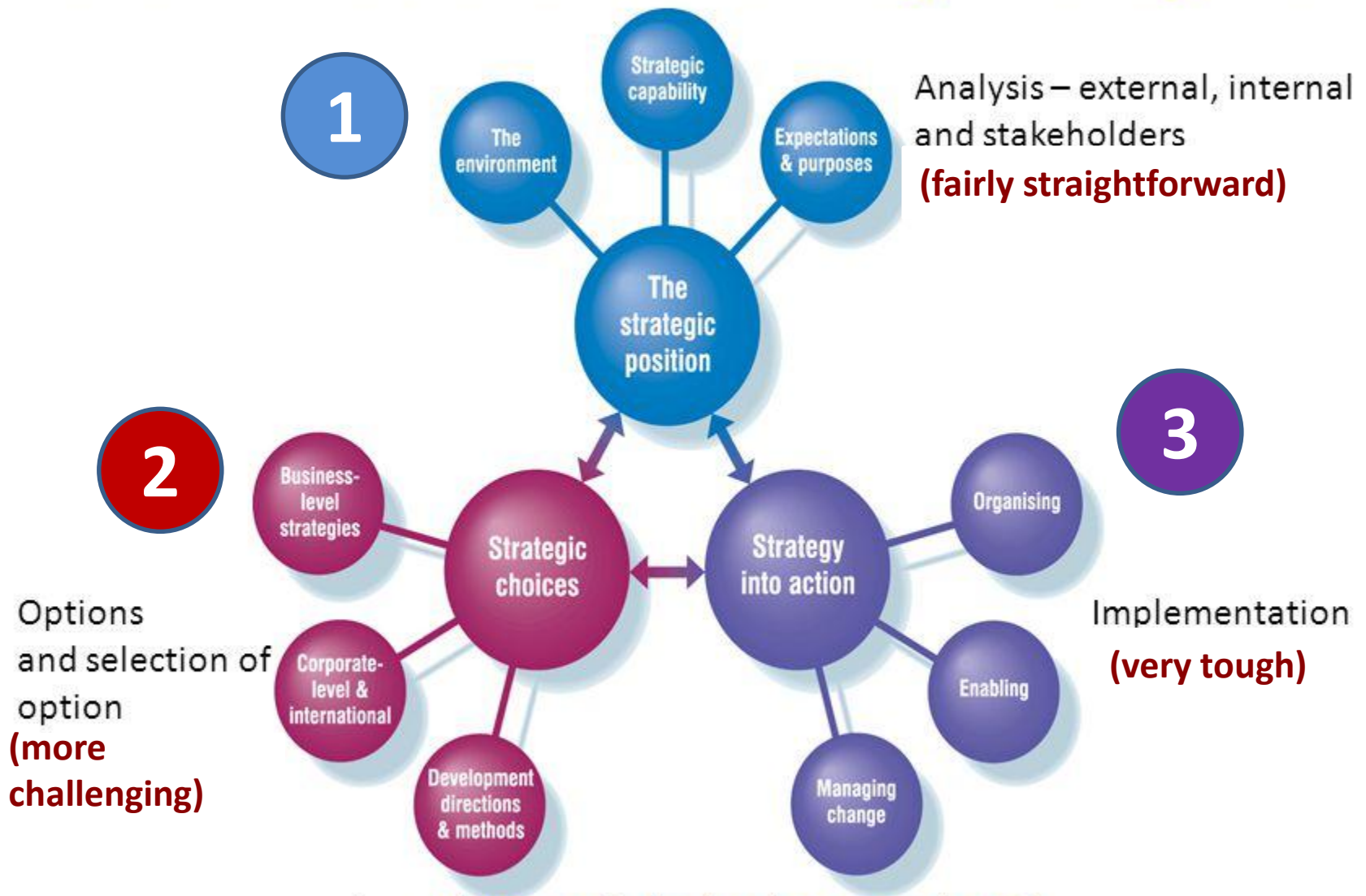
What is Strategy?



Johnson, Scholes & Whittington, 2005

Exploring Corporate Strategy

The Strategic Planning Process



Based on Johnson, Scholes & Whittington (2005)

Exploring Corporate Strategy, 7th Edition, Pearson Education

Some Key Elements which contribute to an Effective Strategic Planning process in universities





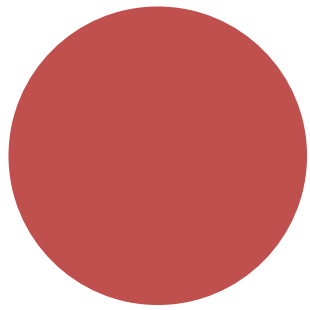
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Context

Context

- This is all about finding out **where we are**
- Not where we think we are
- Not where we believe you are

- But what the **data** tells us
- What the **facts** indicate
- Where the **evidence** suggests we are



Context

- **Formal horizon-scanning (PESTLE)**



PESTLE Analysis

POLITICAL

e.g. changes of Government; new Government policies; national initiatives; strategic agencies.

ECONOMIC

e.g. Government decisions on student & research funding; new sources of research funding; changes in disposable income of students; internal resource allocation decisions/mechanisms.

SOCIOCULTURAL

e.g. changes in demographics; lifestyle; social networking; mobility.

TECHNOLOGICAL

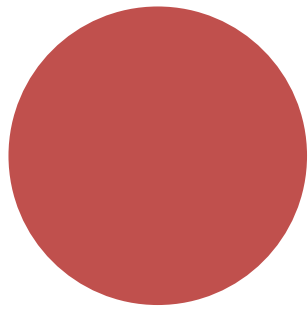
e.g. new technologies; e-learning; student expectations.

LEGAL

e.g. employment law; health and safety.

ENVIRONMENTAL

e.g. environmental protection; carbon reduction initiatives; global warming.

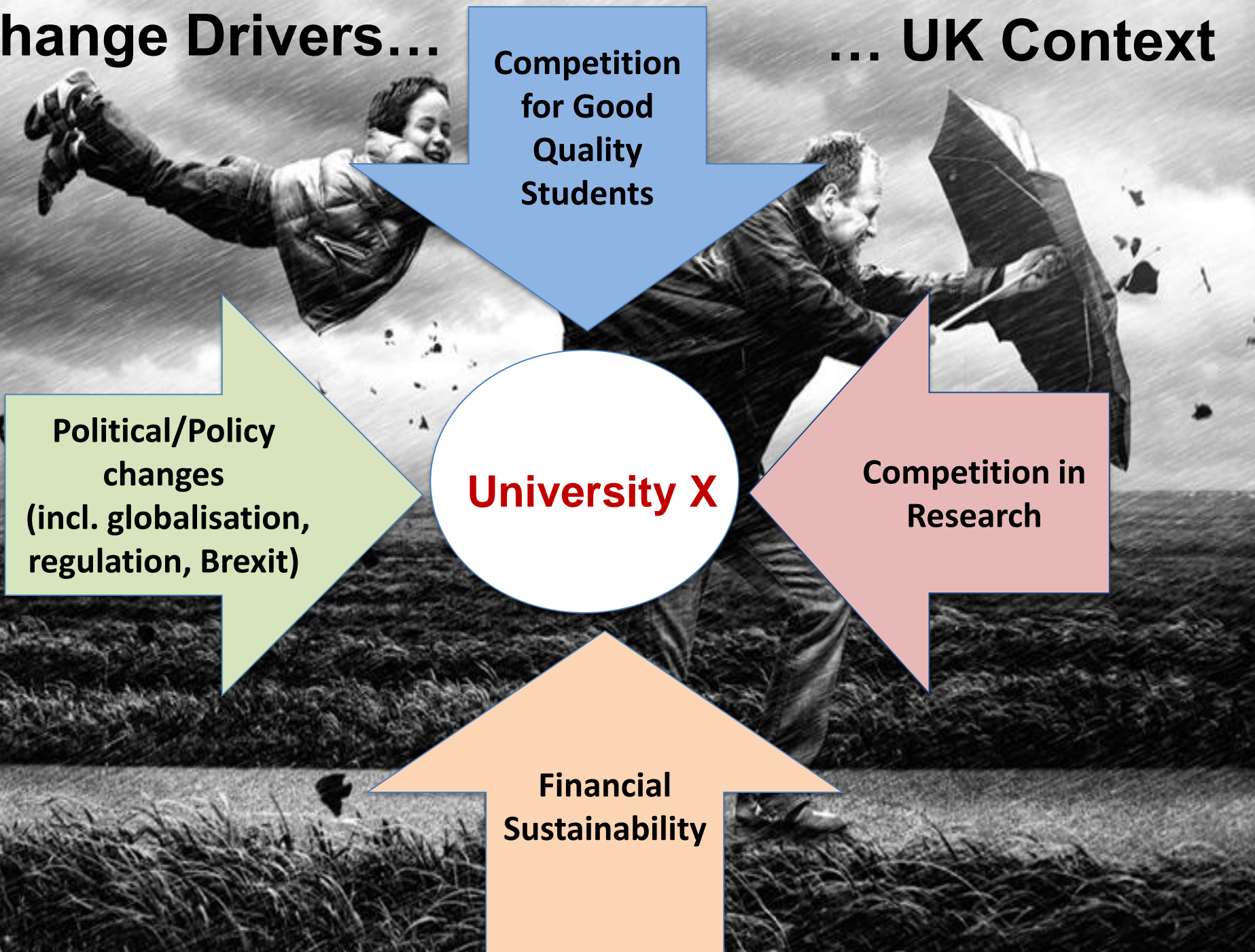


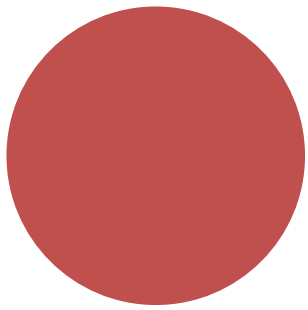
Context

- **Formal horizon-scanning (PESTLE)**
- Determine **external Drivers for Change**
 - Prioritise between multiple environmental factors

Change Drivers...

... UK Context

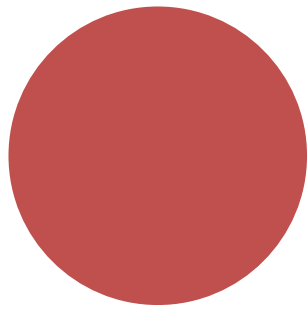




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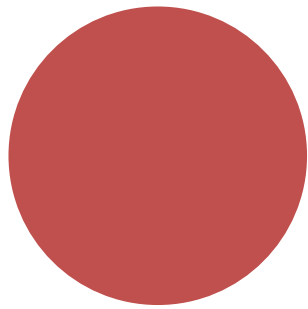
*Any successful strategy will need to address the **critical external factors which will shape the sector** if they want sustainable success.*

The drivers themselves will vary in other countries, but the need to identify and address them is universal



Context

- Conduct **Formal horizon-scanning** (PESTLE)
- Determine **external Drivers for Change**
 - Prioritise between multiple environmental factors
- **Insist on senior leaders being well-connected**



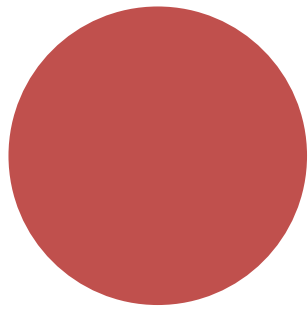
Context

- Senior leaders who are **well-connected**.

“It is very useful for an academic department to have several senior staff in high level University positions and some who are well-connected nationally & internationally.

These bring a level of information and business intelligence which you would otherwise lack.”

Professor Anthony Long, Geography, Durham University

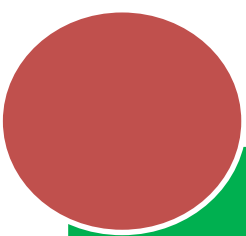


Context

- Conduct **formal horizon-scanning** (PESTLE)
- Determine **external Drivers for Change**
 - Prioritise between multiple environmental factors
 - Consider agility to change course
- Insist on senior leaders being **well-connected**
- **Acknowledge internal strengths & weaknesses**

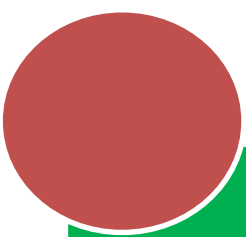
■ SWOT Analysis





Strengths & Weaknesses at UK University

Strengths	Weaknesses
World Rankings	Domestic Rankings
Research	Student satisfaction (NSS)
Citations	Graduate Prospects
Retention	Widening Participation
Facilities	Student : Staff Ratios
Entry Standards	Lack of Space
High-quality staff	Staff workload, change fatigue



Strengths & Weaknesses at UK University

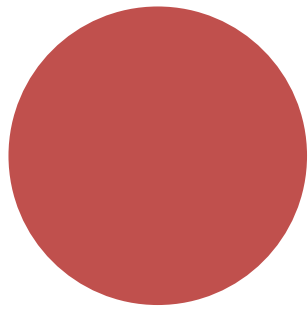
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SWOT

But we must also not forget to build, and invest!

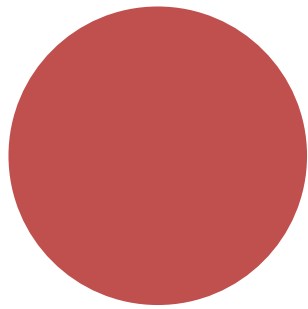
	Res	CPU	Res	CPU	Res	TThr	Avg	Avg	(Gu)	Avg	WPr	dec	inc	FTT	res	Sun	Res	Co	Des	Re			
1.3	1.7	2.0	2.5	4.5	2.3	6.0	6.0	8.7	4.7	4.7	2.7	1.7	1.7	2.9	5.1	2.7	3	9	1,584	162.0%	1		
1.0	2.0	2.0	2.0	7.0	3.0	8.0	8.0	9.0	6.0	5.0	1.0	1.0	1.0	2.6	6.4	2.8	1		6,583	132.7%	1		
2.0	2.0	2.0	3.0	4.0	3.0	8.0	9.0	10.0	6.0	9.0	2.0	1.0	1.0	3.2	6.2	3.8	1		3,751	137.5%	1		
2.0	2.2	1.8	3.6	3.8	4.0	8.6	9.4	10.0	5.8	8.4	1.8	6.4	5.4	4.5	6.3	4.9	5	1	7	3	2,554	114.7%	2
1.0	1.5	2.0	2.5	3.5	2.5	1.5	7.0	6.0	5.0	4.5	1.0	5.0	2.5	2.2	4.6	2.9	6	4			1,279	113.4%	2
1.5	1.5	1.5	1.0	1.0	1.5	6.5	6.5	8.0	4.0	6.0	2.0	2.0	1.5	2.6	4.6	2.6	1	1			3,901	112.2%	3
1.0	1.0	1.0	3.0	6.0	4.0	6.0	7.0	9.0	4.0	4.0	1.0	3.0	2.0	2.8	5.4	2.8	1				558	107.7%	3
4.0	5.0	5.0	1.0	1.0	6.0	7.0	8.0	8.0	6.0	7.0	2.0	4.0	3.0	3.6	5.6	5.3	4				1,282	10.7%	4
1.0	1.0	1.0	2.0	3.0	2.0	9.0	8.0	10.0	7.0	6.0	2.0	1.0	1.0	3.0	5.8	2.5	3				336	1.1%	4
1.3	1.7	1.0	4.3	7.0	4.8	4.3	4.0	7.0	4.7	3.8	2.5	1.5	1.0	2.8	4.7	2.7	4	1			1,173	102.3%	4
2.0	4.0	6.0	4.0	1.0	9.0	8.0	10.0	9.0	6.0	8.0	2.0	7.0	3.0	4.6	6.0	6.5	1				226	102.2%	5
3.0	4.0	4.0	3.0	6.0	3.0	8.0	8.0	9.0	5.0	8.0	1.0	5.0	4.0	4.0	6.4	4.8	4				424	101.2%	5
2.0	2.3	2.3	3.0	6.0	3.0	5.8	5.8	7.2	5.5	6.3	3.5	4.5	4.3	3.8	5.3	3.9	6	1	1		164	100.7%	5
3.0	2.0	4.0	4.0	1.0	4.0	4.0	3.0	7.0	1.0	4.0	2.0	1.0	2.0	2.8	2.8	3.5	3				61	100.7%	6
2.0	2.0	3.0	4.0	6.0	6.0	6.0	6.0	2.0	5.0	8.0	1.0	4.0	2.0	3.4	4.2	4.8	2				(32)	97.7%	6
1.0	1.0	2.0	4.0	6.0	4.0	7.0	7.0	9.0	4.0	6.0	2.0	3.0	2.0	3.4	5.4	3.5	2				(118)	97.3%	7
2.0	2.0	3.0	6.5	6.0	7.5	3.5	3.5	1.5	3.0	4.5	1.0	5.0	2.5	3.6	2.9	4.4	2	1			(559)	96.6%	7
2.0	2.5	2.0	5.0	-	5.0	3.0	2.0	5.0	1.0	5.0	3.0	2.0	2.0	3.0	2.6	3.5	1				(982)	95.5%	7
1.0	1.0	2.0	4.0	6.0	4.0	7.0	7.0	9.0	4.0	6.0	2.0	3.0	2.0	3.4	5.4	3.5	2				(529)	95.1%	8
4.0	5.0	5.0	1.0	1.0	6.0	7.0	8.0	8.0	6.0	7.0	2.0	4.0	3.0	3.6	5.6	5.3	4				(884)	93.9%	8
3.4	2.0	4.0	3.4	2.0	3.4	0.2	0.0	4.0	4.0	0.0	4.2	7.2	4.4	4.5	3.0	4.7	1				(939)	91.5%	8
2.0	2.0	2.0	9.0	8.0	9.0	7.0	6.0	7.0	4.0	8.0	2.0	1.0	1.0	4.2	5.4	5.0	2				(816)	90.1%	9
5.0	5.0	5.0	10.0	9.0	9.5	9.0	6.0	9.0	8.0	8.5	9.0	4.0	6.5	7.4	7.4	7.4	7				(1,572)	87.1%	9
2.0	2.0	2.0	9.0	8.0	9.0	7.0	6.0	7.0	4.0	8.0	2.0	1.0	1.0	4.2	5.4	5.0	2				5,077	84.2%	10
5.0	5.0	5.0	10.0	9.0	9.5	9.0	6.0	9.0	8.0	8.5	9.0	4.0	6.5	7.4	7.4	7.4	7				4,411	78.9%	10
																					(2,038)	46.7%	10

These represent internal weakness where we must be willing to ACT!



Context

- Select use of **formal horizon-scanning** (PESTLE)
- Determine **external Drivers for Change**
 - Prioritise between multiple environmental factors
 - Consider agility to change course
- Insist on senior leaders being **well-connected**
- Acknowledge **internal strengths & weaknesses**
- **Don't ignore the 'mood' of staff**
 - E.g. workload, change fatigue, dependencies, etc



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- **Don't ignore the 'mood' of staff**
 - E.g. workload, change fatigue, dependencies, etc
- Pay careful attention to **financial sustainability**

The balance of activities will vary from one School to another and hence the difference in financial performance

School A
School B
School C
School D
School E
Etc

League tables																	Research Income/ Staff FTE (See note below**)	Finance Data			
League table deciles represent Bristol's position within the whole HE sector																		Finance deciles show the school's position relative to other schools in UoB			
Entry standards			Graduate Prospects			Student Satisfaction					Research			Overall				Whole sector rank decile - research income (£k) per staff FTE (teaching & research contract)	Surplus/ (Deficit), £K	Recovery as a % of Cost (£fEC)	Deciles based on % Recovery ranges
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1.3	1.7	2.0	2.5	4.5	2.3	6.0	6.0	8.7	4.7	4.7	2.7	1.7	1.7	2.9	5.1	2.7	3	9	1,584	162.0%	1
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1.0	1.5	2.0	2.5	3.5	2.5	1.5	7.0	6.0	5.0	4.5	1.0	5.0	2.5	2.2	4.6	2.9	6	4	2,554	114.7%	2
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2.0	2.0	2.0	9.0	8.0	9.0	7.0	6.0	7.0	4.0	8.0	2.0	1.0	1.0	4.2	5.4	5.0	2		(5,073)	84.2%	10
5.0	5.0	5.0	10.0	9.0	9.5	9.0	6.0	9.0	8.0	8.5	9.0	4.0	6.5	7.4	7.4	7.4	7		(4,411)	78.9%	10
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But SOME academic schools which need financial cross-subsidy, can contribute MOST to global reputation through their research outputs.

But what happens if Schools underperform in all areas ... ?

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School B
School C
School D
School E
Etc

League tables																	Research Income/ Staff FTE (See note below**)	Finance Data			
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1.0	2.0	2.0	2.0	7.0	3.0	8.0	8.0	9.0	6.0	5.0	1.0	1.0	1.0	2.6	6.4	2.8	1		6,583	132.7%	1
2.0	2.0	2.0	3.0	4.0	3.0	8.0	9.0	10.0	6.0	9.0	2.0	1.0	1.0	3.2	6.2	3.8	1		3,751	131.5%	1
2.0	2.2	1.8	3.6	3.8	4.0	8.6	9.4	10.0	5.8	8.4	1.8	6.4	5.4	4.5	6.3	4.9	5	1	3,049	121.8%	2
1.0	1.5	2.0	2.5	3.5	2.5	1.5	7.0	6.0	5.0	4.5	1.0	5.0	2.5	2.2	4.6	2.9	6	4	2,554	114.7%	2
1.5	1.5	1.5	1.0	1.0	1.5	6.5	6.5	8.0	4.0	6.0	2.0	2.0	1.5	2.6	4.6	2.6	1	1	1,279	113.4%	2
1.0	1.0	1.0	3.0	6.0	4.0	6.0	7.0	9.0	4.0	4.0	1.0	3.0	2.0	2.8	5.4	2.8	1		3,901	112.2%	3
4.0	5.0	5.0	1.0	1.0	6.0	7.0	8.0	8.0	6.0	7.0	2.0	4.0	3.0	3.6	5.6	5.3	4		558	107.3%	3
1.0	1.0	1.0	2.0	3.0	2.0	9.0	8.0	10.0	7.0	6.0	2.0	1.0	1.0	3.0	5.8	2.5	3		1,282	103.7%	4
1.3	1.7	1.0	4.3	7.0	4.8	4.3	4.0	7.0	4.7	3.8	2.5	1.5	1.0	2.8	4.7	2.7	4	1	336	103.1%	4
2.0	4.0	6.0	4.0	1.0	9.0	8.0	10.0	9.0	6.0	8.0	2.0	7.0	3.0	2.8	4.7	2.7	4	1	1,173	102.3%	4
														4.6	6.0	6.5	1		226	102.2%	5
																			424	101.2%	5
3.0	4.0	4.0	3.0	6.0	3.0	8.0	8.0	9.0	5.0	8.0	1.0	5.0	4.0	4.0	6.4	4.8	4		164	100.8%	5
2.0	2.3	2.3	3.0	6.0	3.0	5.8	5.8	7.2	5.5	6.3	3.5	4.5	4.3	3.8	5.3	3.9	6	1	61	100.5%	6
3.0	2.0	4.0	4.0	1.0	4.0	4.0	3.0	7.0	1.0	4.0	2.0	1.0	2.0	2.8	2.8	3.5	3		(32)	99.7%	6
2.0	2.0	3.0	4.0	6.0	6.0	6.0	6.0	2.0	5.0	8.0	1.0	4.0	2.0	3.4	4.2	4.8	2		(118)	97.3%	7
1.0	1.0	2.0	4.0	6.0	4.0	7.0	7.0	9.0	4.0	6.0	2.0	3.0	2.0	3.4	5.4	3.5	2		(559)	96.6%	7
2.0	2.0	3.0	6.5	6.0	7.5	3.5	3.5	1.5	3.0	4.5	1.0	5.0	2.5	3.6	2.9	4.4	2	1	(982)	95.5%	7
2.0	2.5	2.0	5.0	-	5.0	3.0	2.0	5.0	1.0	5.0	3.0	2.0	2.0	3.0	2.6	3.5	1		(529)	95.1%	8
1.0	1.0	2.0	4.0	6.0	4.0	7.0	7.0	9.0	4.0	6.0	2.0	3.0	2.0	3.4	5.4	3.5	2		(884)	93.9%	8
4.0	5.0	5.0	1.0	1.0	6.0	7.0	8.0	8.0	6.0	7.0	2.0	4.0	3.0	3.6	5.6	5.3	4		(939)	91.5%	9
																			(816)	90.8%	9
3.4	2.0	4.0	3.4	2.0	3.4	6.2	6.0	4.0	4.0	6.8	4.2	7.2	4.4	4.9	3.6	4.7	1		(1,572)	87.1%	9
2.0	2.0	2.0	9.0	8.0	9.0	7.0	6.0	7.0	4.0	8.0	2.0	1.0	1.0	4.2	5.4	5.0	2		(5,073)	84.2%	10
5.0	5.0	5.0	10.0	9.0	9.5	9.0	6.0	9.0	8.0	8.5	9.0	4.0	6.5	7.4	7.4	7.4	7		(4,411)	78.9%	10
																			(2,038)	46.7%	10

Senior managers need to be brave to decide the fate of those which underperform both academically *and* financially

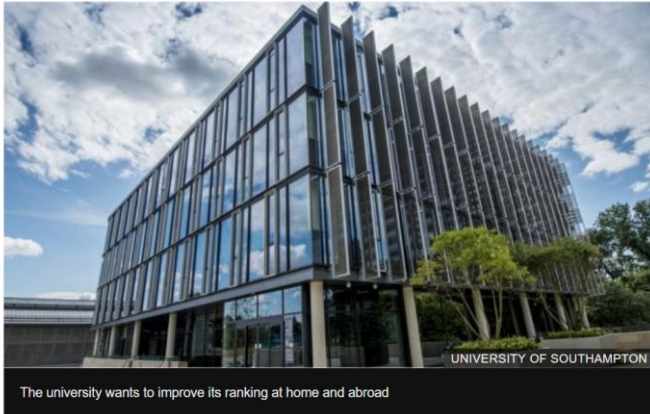
University Size & Shape: Some Universities cut jobs ...

Up to 75 University of Southampton jobs at risk

November 2017

© 15 November 2017

f t b e Share



The university wants to improve its ranking at home and abroad

Manchester University To Axe Up To 171 Jobs In Cost-Saving Drive

May 2017

Unions have accused the uni of using Brexit as an excuse.

THE May 2017 - Figures released to *Times Higher Education* by the University and College Union show that 10 UK universities have announced job cuts this year. Overall, UK universities have announced plans for 572 academic redundancies this year, according to the UCU.

Aberystwyth University: 100 jobs at risk due to cuts

© 28 March 2018

f t b e Share



In April 2017 the University Council approved a plan to cut spending at the institution by £11.4m over two years

News • Liverpool News • University of Liverpool

University of Liverpool wants to cut 220 teaching and research jobs

March 2018

Lecturers striking over pension changes fear they may be targeted for being on picket lines

f t p 292 SHARES

8 COMMENTS

By Luke Traynor
15:29, 22 MAR 2018

NEWS

University Size & Shape: ... but are also investing!

High-tech campus at Here East marks new chapter for the UCL

High-tech campus at Here East marks new chapter for The Bartlett and Engineering Sciences at UCL

The Bartlett has recently expanded into a groundbreaking new technology and creative campus at Here East, part of Queen Elizabeth Olympic Park in Stratford, East London.

February 2018

Durham builds 2 new colleges for 1,000 students

Status: In Planning

Work due to begin: Summer 2018

Work due to be completed: September 2020

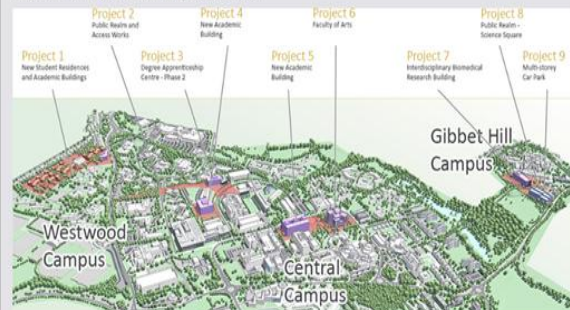
Cost: £80 million

Partners: Interserve, Campus Living Villages,



May 2018: Warwick invests in 9 new buildings including new Faculty of Arts & 1,000 bed spaces

Capital Plan Hybrid Planning Application



Over the next 5 years, the University is embarking on its next phase of building works, which includes nine development projects. These include:

Liverpool U expands China offering

Posted on Feb 23, 2018 by Viggo Stacey

Posted in News, under Asia.

Tagged with branch campus, TNE, Xi'an Jiaotong-Liverpool University.

Bookmark the permalink.

Xi'an Jiaotong-Liverpool University has announced plans to open a new campus in Taicang, China, in 2020 with the aim of enrolling 6,000 students by 2025.

February 2018



The existing campus

Birmingham Opens New Campus in Dubai

Posted on 27 Feb 2018

The University of Birmingham has officially opened its campus in Dubai - becoming the first global top 100 and UK Russell Group university to establish a campus in this rapidly developing international education hub.

University of Birmingham Principal and Vice-Chancellor Professor Sir David Eastwood was joined by distinguished guests to cut the ribbon marking the official opening of the University of Birmingham Dubai (UBD) phase 1 campus, in Dubai International Academic City.

Sir David and a select group of VIP guests took a tour of the University's new facilities as preparations continue to welcome the first students in September this year.



Professor Sir David Eastwood, Vice-Chancellor and Principal with VIP guests opening the University of Birmingham Dubai first campus building

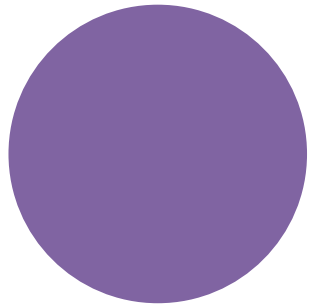
Balfour Beatty formally awarded £287m Manchester Engineering Campus Project

November 2017



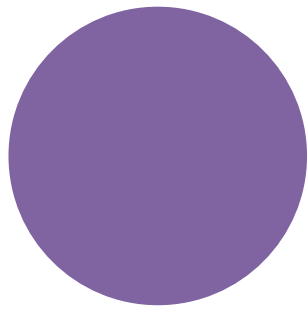
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Priorities



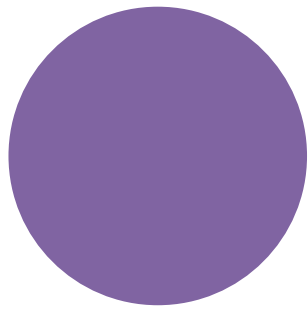
Priorities

- **MUST** address **external drivers** for change



Priorities

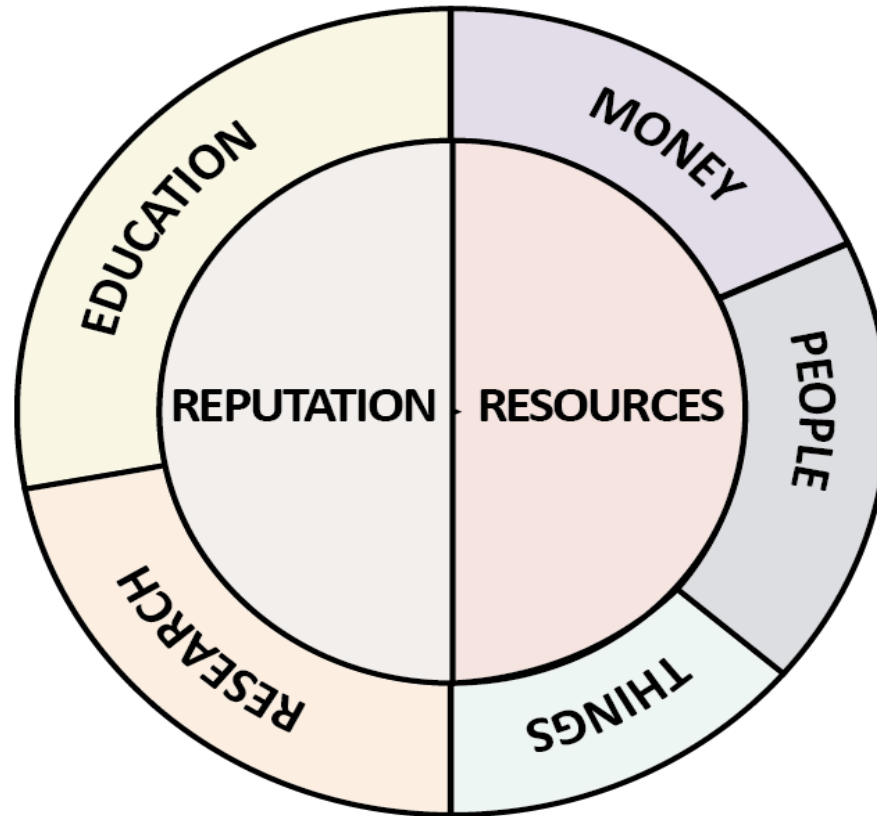
- **MUST** address **external drivers for change**
- **Enhance internal strengths**
- **Eliminate or reduce weaknesses**



Priorities

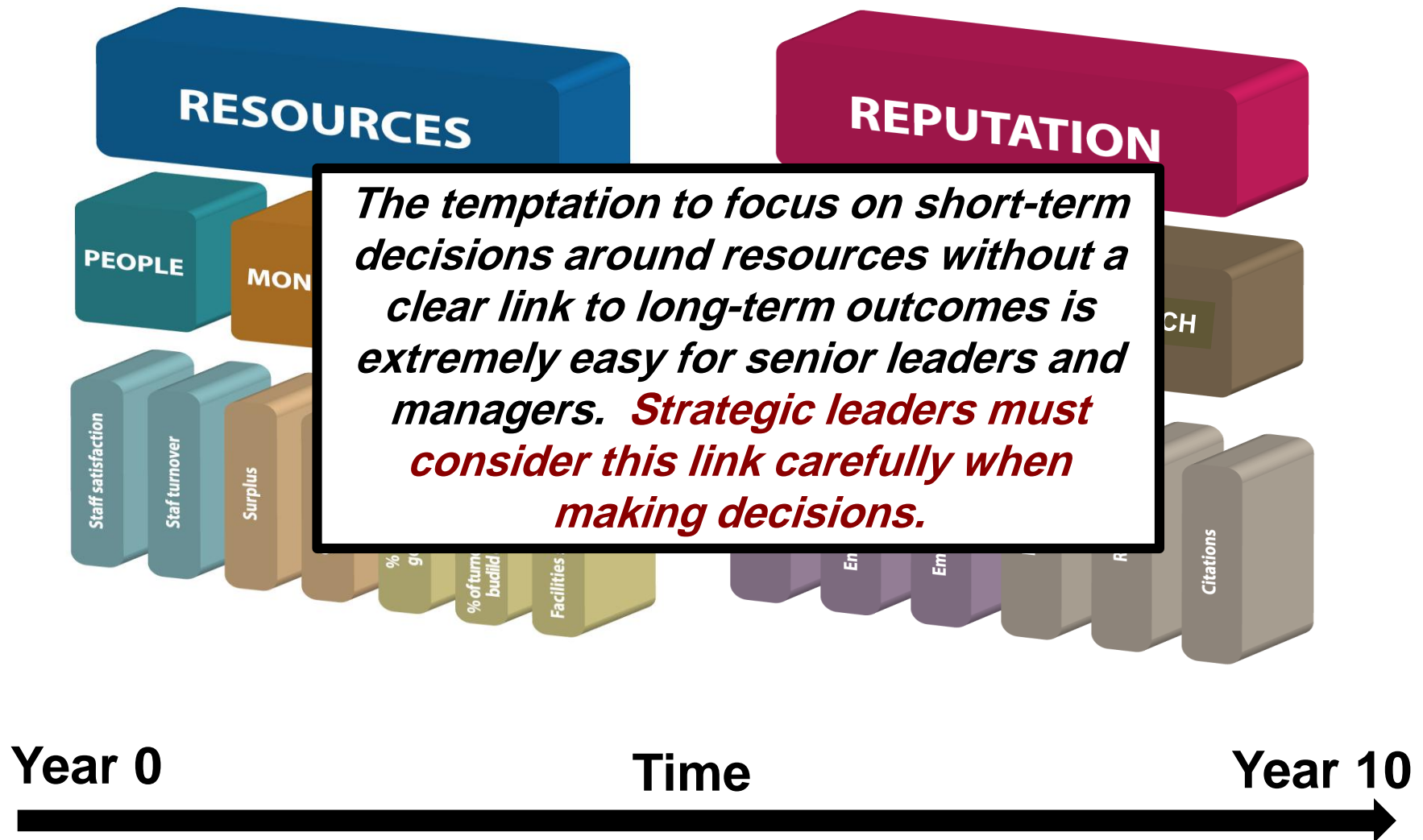
- **MUST** address **external drivers for change**
- **Enhance internal strengths**
- **Eliminate or reduce weaknesses**
- Focus on **immediate impact** but **ALWAYS** with **long-term goals** in mind.

Sustainable Success in HE = Balance ...



... between the '**Two Rs**': building **Reputation** (through Education and Research) and acquiring sufficient **Resources** (through Money, People & Things)

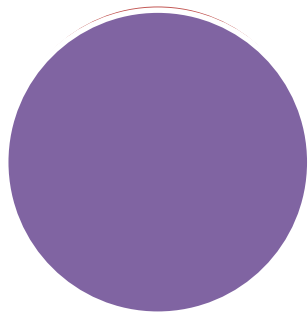
Making decisions which affect resources is relatively easy, but influencing reputation is more complex ...



So what should a strategic planner do?

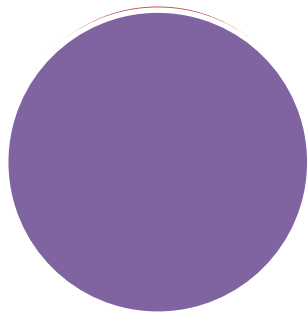
1. **Recognise and ‘socialise’ internally the inherent tension** between the need to acquire resource by increasing income or cutting costs and maintain/enhance reputation.
2. **Ensure planning process allows serious consideration of how any of today’s decisions will affect the quality of our activities and therefore reputation.**
3. **Highlight regularly the time-lag issue with reputational impact.**





Priorities

- **MUST** address **external drivers for change**
- **Enhance internal strengths**
- **Eliminate or reduce weaknesses**
- Focus on **immediate impact** but **ALWAYS** with **long-term goals** in mind
- **Willingness to make hard choices:**
 - Without choice there is no strategy
 - Must be willing to stop doing things



Priorities

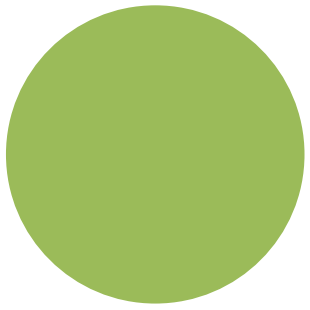
*“When executives gather in the strategy-planning room, they’re aiming to identify and prioritize the big, bold choices that will shape the future of the company. Many times, however, their **choices get watered down and waylaid.***

***Companies that hold no conviction about priorities too often spread resources evenly across multiple projects rather than targeting a few projects with the potential to win big.** Those companies seeking to escape slowing growth in their core businesses sabotage themselves by chasing new markets without critically evaluating if or how they can win.”*



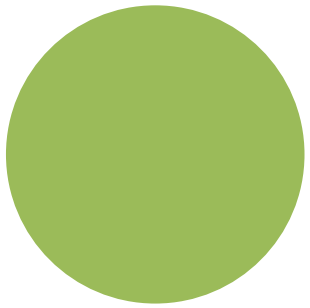
3

People



People

- **Appoint Strategic Leaders in both academic and professional services departments**
 - Important to recognise & value the distinct contributions of academics and PS
 - BOTH are essential – eliminate 'us & them'.

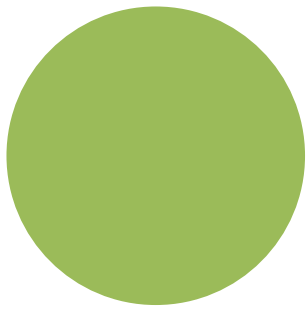


People

- **Strategic Leaders:**
 - *“Have the ability to articulate and instill **a long-term vision** while also **managing day-to-day operations** effectively.”*
 - *“Possess the **ability to influence** others to voluntarily make day-to-day decisions that lead to the institution’s short-term effectiveness and long-term success.”*

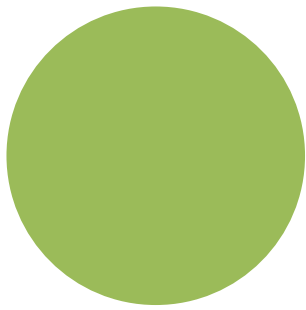
Strategic Leadership

1. **Combines** visionary and managerial styles
2. Oversees **strategic and operating** responsibilities
3. Focus on organizational survival, growth & **long-term viability**
4. Focus on **immediate impact** to achieve **long-term goals**
5. **Believe in strategic choice** and the impact their decisions have on the institution and its environment.
6. Emphasis on **ethical behavior** and value-based decisions.
7. Strong expectations of the **behavior from everyone including themselves** – they determine the **culture**



People

- **Appoint best academics budget/reputation will allow**
 - Choose very carefully
 - Increasingly expensive – not just individuals, but teams
 - Academic leaders willing to take tough, bold decisions
 - To attract them, you need:
 - Investment in the best research and teaching facilities you can afford
 - Recruitment and retention policies which attract the best global talent.



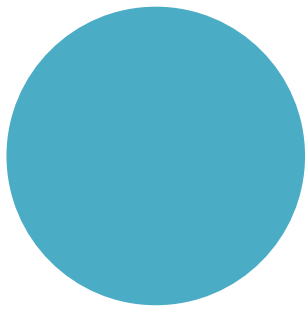
People

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 - Choose very carefully
 - Increasingly expensive – not just individuals, but teams
 - Academic leaders willing to take tough, bold decisions
 - To attract them, you need:
 - Investment in the best research and teaching facilities you can afford
 - Recruitment and retention policies which attract the best global talent.
- **Best Professional Services: inside & outside sector**
 - Refresh experience, skills & capabilities with externals
 - Different, often valuable experience
 - Especially in key appointments like Strategy/Planning, People (HR), Money (Finance) and 'Things' (IT and Estates).



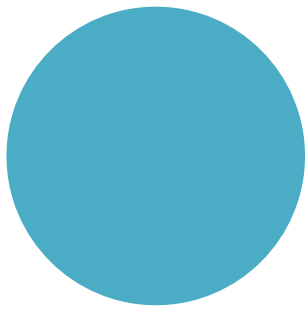
4

Engagement



Engagement

- Not just about developing right Strategy, but the art of **implementation**



Engagement

- Not just about developing right Strategy, but the art of **implementation**
- Communication AND **sustained engagement** – without that no strategy will succeed



Engagement

- Not just about developing right Strategy, but the art of **implementation**
- Communication AND **sustained engagement** – without that no strategy will succeed
- **Formal** ‘top-down’ mechanisms:
 - Strategic Programmes, Projects or Initiatives
 - Monitor Progress

Bristol's Strategic Plan

60+ Programmes, Projects & Initiatives in total

Education
& the
Student
Experience

Research,
Innovation &
Partnerships

Internationalisation
& Global Relations

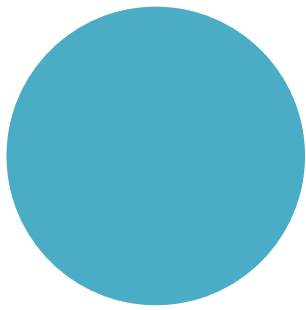
Our Staff (and
Ways of
Working)

Physical &
Digital
Infrastructure

Sustainability

Academic Faculties/ Schools

Professional Services



Reporting to the Senior Management Team: Programmes, Projects & Initiatives

Portfolio Boards

Capital

Academic

Ways of Working

'Top-Down' Strategy Delivery Report

URN	Activity	Benefits				
		Realisation date	Time (RAG status)	Budget (RAG status)	Risk (RAG status)	Benefit (RAG status)
1. EDUCATION AND THE STUDENT EXPERIENCE						
1.1	Deliver Bristol Futures Education enhancement and innovation delivered by Bristol Futures	2022/23	Green	Green	Yellow	Green
1.2	EFIM Transformation Programme	Sep-21	Green	Green	Yellow	Green
1.3	Deliver ES2030 Engineering growth	21-Sep	Green	Green	Yellow	Green
1.4	Review and enhance academic support and PDP for students & embed in institutional approach to mental health and wellbeing	Sep-20	Green	Green	Yellow	Green
1.5	Develop and implement whole-institution strategy for mental health & wellbeing	Dec-18	Green	Green	Green	Green
1.6	Enhanced physical and digital teaching and learning environments	Deliver from Sep 18 on a rolling multi-year basis	Yellow	Yellow	Yellow	Green
1.7	Deliver the Campus Heart Programme	Sep-23	Yellow	Red	Yellow	Yellow

University
Management
Team



Engagement

- Not just about developing right Strategy, but the art of **implementation**
- Communication AND **sustained engagement** – without that no strategy will succeed
- **Formal** mechanisms:
 - Strategic Programmes, Projects or Initiatives
 - Monitor Progress
- **Annual Integrated Planning Process** – formal ‘bottom-up’
 - Cultivate an environment where **all** are strategically aware

Bristol's Strategic Plan

Education &
the Student
Experience

Research,
Innovation &
Partnerships

Internationalisation &
Global Relations

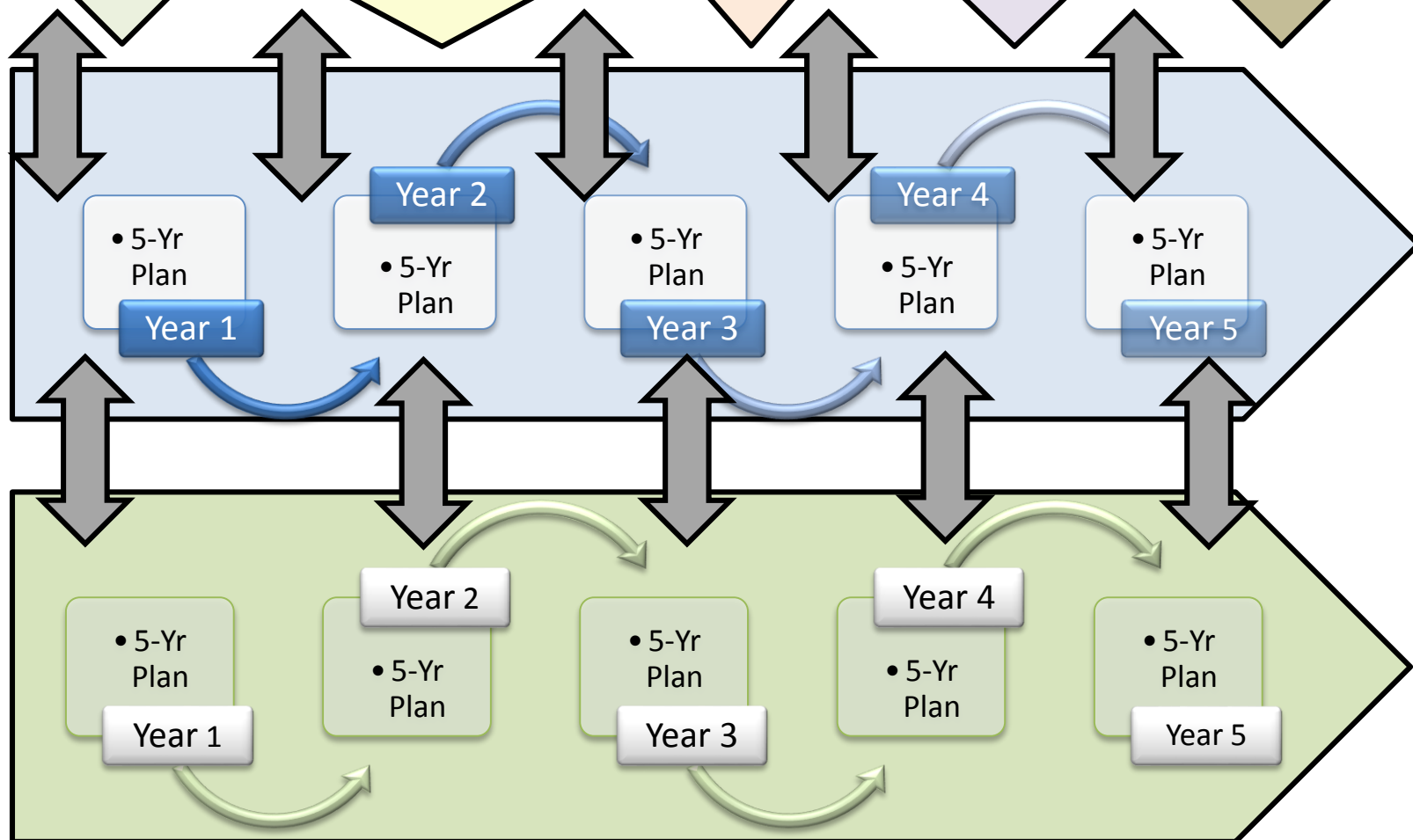
Our Staff
(and Ways of
Working)

Physical &
Digital
Infrastructure

Sustainability

Academic
Faculties/
Schools

Professional
Services



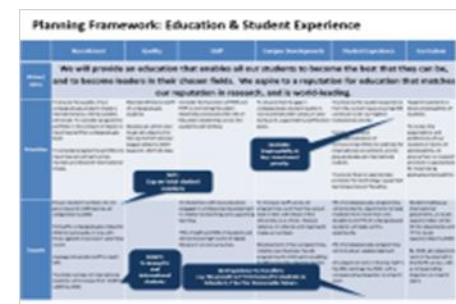
Illustrative Key Principles



1. Academic strategy led (but affordable).
2. Continuous strategic conversation
3. Constructive, supportive tone
4. Realistic targets for students, research income etc.
5. Bottom-up/top-down - 'genuinely two-way' & iterative.
6. Clear responsibility and accountability
7. Resources allocated to maximise strategic benefit
8. Minimal Paperwork
9. Commitment to transparency and communication
10. Integrated with existing processes

Illustrative Key Features

- a. 5-year plans for Schools, Faculties, PS
- b. Detailed schedule of meetings
- c. Defined inputs, agenda & outputs.
- d. Planning Framework .
- e. Co-creation of plans
- f. Strategic Performance Indicators
- g. Strategy thumbnails
- h. Planning Conferences
- i. Decisions evidenced by good data
- j. Planning Intranet site



One of our schools working on their Strategy Thumbnail



Faculty of Arts Strategy Thumbnail 2017




1. Faculty Performance Summary (DRAFT)

Theme	KPI	Actual			Target		Analysis	
		15/16	16/17	17/18	18/19	19/20	% of Institution	Status & trend
Research	Research Income (total £k)	7,757	8,442.2	8,507.8 (T)	9,114	9,534	16/17 = 4.2%	↑
	PGR awards	68	82	84	85	100		↑
Student intake (Host FTE)	Home UG intake TARGET	1201	1282	1308	1308	1309		↔
	Home UG intake ACTUAL (& % Variance)	1,201 (0%)	1,232 (-4%)	-3%	0%	0%	UoB 16/17 = 2%	↔
	Overseas UG intake TARGET	196	201	220	210	233		↑
	Overseas UG intake ACTUAL (& % Variance)	160.5 (-18%)	137 (-32%)	-27%	-15%	-10%	UoB 16/17 = -5%	↑

		15/16	16/17	17/18	18/19	19/20	% of Institution	Status & trend
Finance	Gross Cash Contribution (£k)	25,392	27,199	27,499	28,537 *	31,635 *	16/17 = 14%	↑
	Net Cash Contribution (£k)	986	-68	-121	190 *	2,722 *	To follow	↔
	Year-end budget variance % (Gross cash contribution)	-1.2%	-0.6%	0.4%	17/18 may vary significantly after actual student fee income is determined			↔

*existing target for year modified by additional cost of SSR academic staff appointments.

	Year of publication of data		2015	2016	2017	2020	2023	Benchmark	Status & trend
Education Student Experience	NSS range (Overall Satisfaction %)	French	86	80	96	92	93	94	↑
		Theology & RS	86	90	72	80	94	97	↑
	DLHE range (Graduate Prospects %)	Iberian languages	73	76	85	85	85	79	↑
		Dance, drama, cine	62	60	57	60	65	73	↑
	HESA SSR range	Archaeology	15	14	16	14	12	12	↑
		Modern lang	11	10	10	10	10	10	↑
	UG Entry Tariff range (points)	English	-	193	193	180	180	187	↑
		Archaeology	-	148	149	155	166	171	↑

Key	Trend					Risk to medium-term targets		
		Improving		Stable		Declining	Low	Medium

The historic data on this page will align with the data pack and will be populated by the Faculty's nominated Planning Officer. The risk status and targets should be populated by the Faculty.

Faculty Education Strategy Priorities

Student recruitment and diversity Including Student Numbers

UG Student numbers are not anticipated to grow due to capacity constraints. New programmes are being developed to attract an international student market and audiences from a widening participation background. Modest (mainly international) PGT growth is planned. PGR numbers are planned to grow, building on the DTP momentum. Greater diversity and inclusivity is sought.

Learning and teaching:

Key activities that require resource: New programme development and management, particularly to support Faculty level programmes. Overhaul of student handbooks, SSR remediation posts, growth in professional services to support recent significant expansion. Programme-level assessment review and roll-out of UG and PG curriculum frameworks. Space and timetabling capacity, including group sessions with personal tutors.

New programmes: Joint honours with languages, potential with business etc, new Faculty wide PGT programmes (phase 1 already submitted). Main aim to retain market, some growth in international students.

Areas to withdraw from: BA Hispanic Studies (reorganise activity). Embed UG Curriculum Framework and develop a PGT one.

Student well-being and personal development

The Faculty has a successful Senior Tutor model in place already. This needs more resource to meet demand for such provision from PGTs and PGRs. A post to support the Centre for Innovation and Entrepreneurship is also needed as the current model of referring to main subject is too variable and impacts cohort identity.

Embed Wellbeing Advisors into this structure and develop employability approaches.

Run Arts Careers Week again – week commencing 26 February 2018.

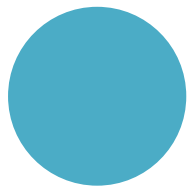
Embed TA Position on English Literature and Personal Development.

Identify new student voice opportunities.

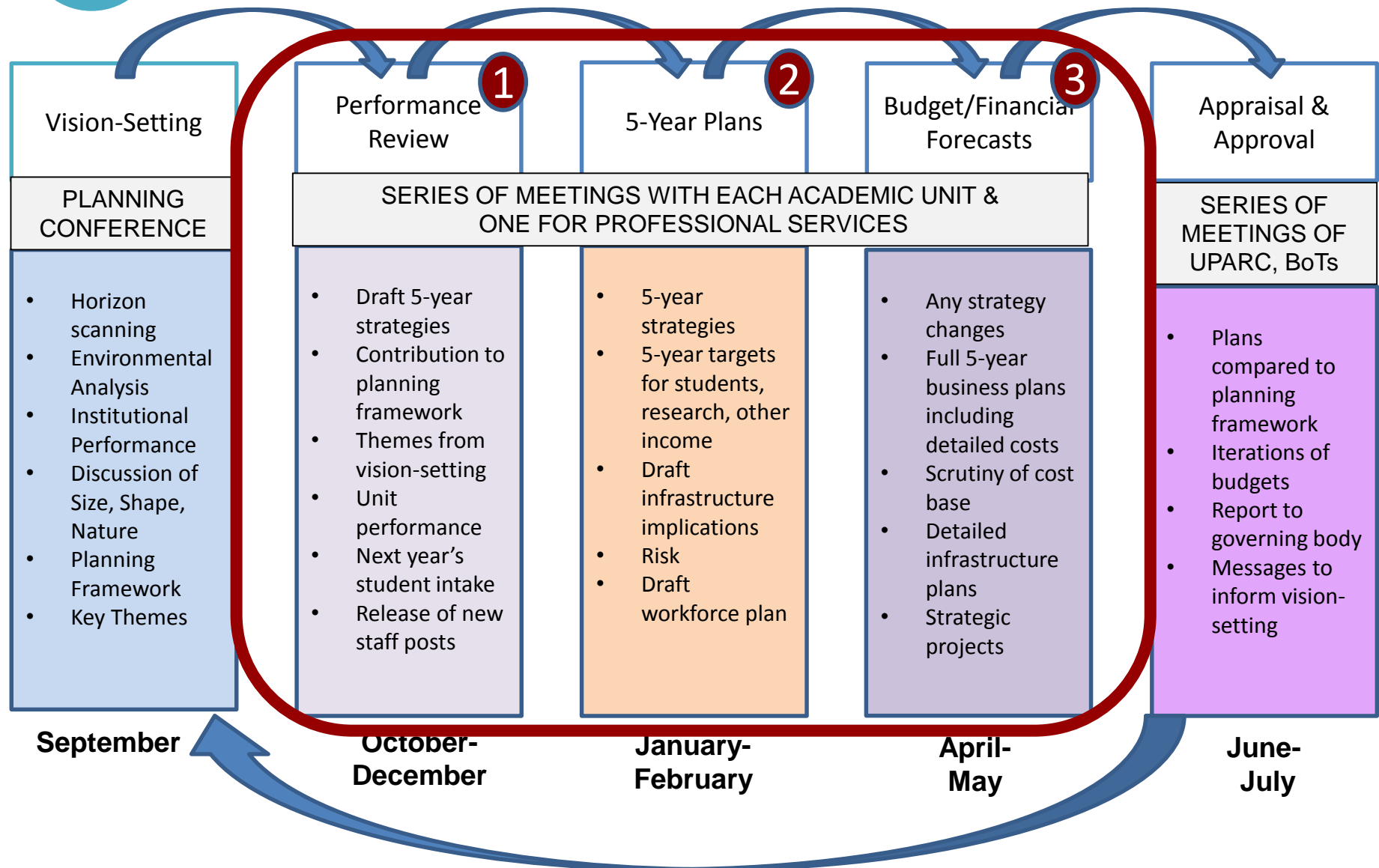
Faculty of Arts Strategy Thumbnail 2017

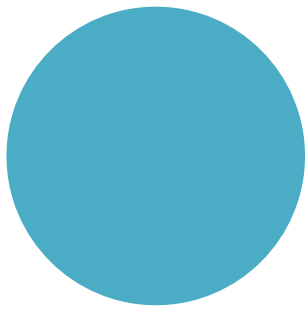
Specific Annual Priorities

	Year 1 (18/19)	Year 2 (19/20)	Years 3 – 5 (20/21 – 23/24)
New programmes	<p><i>PGT: Black Humanities, Medieval Studies, Migration and Mobility admit first intake.</i></p> <p><i>UG: Joint UG in History and a Modern Language, English with a Modern Language, English and History. Completion of set of BA Music and a Modern Language marketed.</i></p> <p><i>Explore expansion of Innovation Programmes. Possible BA History and Politics, BA Business and a Modern Language.</i></p> <p><i>MA Cultural Heritage developed, possible MA Creative Writing, Sociolinguistics.</i></p> <p><i>Completion of set of BA Music and a Modern Language.</i></p>	<p><i>UG: Joint UG in History and a Modern Language, English with a Modern Language, English and History admit first intake.</i></p>	<p><i>BAs in Music and Theatre, Music and Film, MA Cultural Heritage Management. Further Integrated Masters programmes, possible BA History and Politics to be introduced.</i></p> <p><i>Potential expansion of CfIE programmes to include other subject combinations.</i></p>
Other	<p><i>Finalisation of roll out UG framework for all programmes, programme-level refinements of PGT framework, further roll out of Bristol Futures Units.</i></p> <p><i>Support new and existing staff to participate in CREATE.</i></p> <p><i>Enhance PG progress tracking.</i></p> <p><i>Revise student handbooks.</i></p>	<p><i>Roll out PGT framework, new Humanities Building occupied</i></p>	<p><i>Full engagement around the new Library.</i></p> <p><i>Potential roll out of curricula based on new programme level assessment.</i></p>



Typical Integrated Planning Process: Schedule of Meetings





Engagement

- Not just about developing right Strategy, but the art of **implementation**
- Communication AND **sustained engagement** – without that no strategy will succeed
- **Formal** mechanisms:
 - Strategic Programmes, Projects or Initiatives
 - Monitor Progress
- Annual **Integrated Planning Process** – a formal ‘bottom-up’
 - Cultivate an environment where ***all*** are strategically aware
- Many other **engagement** events with Senior Team – some formal, others very informal with no agenda.

KEY University-Wide Staff Engagement Events

<i>Event (& organiser)</i>	<i>Purpose</i>	<i>Frequency</i>	<i>Members of UMT</i>	<i>Target 'Audience'</i>
Senate (Governance)	<ul style="list-style-type: none"> Engagement on academic issues, strategy and policy 		<ul style="list-style-type: none"> All, as appropriate 	<ul style="list-style-type: none"> All Senate members
UMT Plenary (Planning)	<ul style="list-style-type: none"> Horizon scanning Consider key challenges, risks & approaches to managing them. Open discussion with key internal stakeholders Relay discussions at Residential Communicate planning framework & key priorities 	3 per annum October January (Half Day) March	<ul style="list-style-type: none"> All Members of UMT 	<ul style="list-style-type: none"> Div. Heads, Faculty Managers, Heads of Schools, School Managers, Strategy Managers, FRDs, FEDs, FAROs, Finance & HR Business Partners
All-Staff Plenary (External Relations)	<ul style="list-style-type: none"> Opportunity for all staff to hear from the VC and senior team Highlight sector issues, UoB plans & responses Q&A on specific topics Use Slide for Q&A 	Termly Livestreamed	<ul style="list-style-type: none"> All members of UMT where practical 	<ul style="list-style-type: none"> Any staff who want to attend (academic & professional services)
All-Staff Thematic Meetings (External Relations)	<ul style="list-style-type: none"> Specific themes of interest to all staff (e.g. Pensions, Mental Health & Wellbeing, TQEC etc) 	As appropriate	<ul style="list-style-type: none"> All members of UMT where practical 	<ul style="list-style-type: none"> All staff
Faculty Plenary (Faculty Managers)	<ul style="list-style-type: none"> Listen to staff Update on anything topical Highlight sector issues that will impact 	Annually, to fit in with scheduled Assemblies, ideally in the first term	<ul style="list-style-type: none"> VC, DVC, COO, Registrar 	<ul style="list-style-type: none"> Faculty staff Central Professional Services staff
Professional Services Plenary (COO/Registrar)	<ul style="list-style-type: none"> Listen to staff Update on anything topical Highlight sector issues that will impact 	Annually, to fit in with scheduled PSL Meetings	<ul style="list-style-type: none"> VC, DVC 	<ul style="list-style-type: none"> Faculty staff Central Professional Services staff
Staff Forum	<ul style="list-style-type: none"> Opportunity for staff to have an 	Weekly	<ul style="list-style-type: none"> Everyone 	<ul style="list-style-type: none"> All staff

Engagement Events for Specific Staff Groups

<i>Event (& organiser)</i>	<i>Purpose</i>	<i>Frequency</i>	<i>Members of UMT</i>	<i>Target 'Audience'</i>
VC dinners (PA VC)	<ul style="list-style-type: none"> Small informal dinners with the VC and members of the senior team with invited colleagues 	TBD	<ul style="list-style-type: none"> VC plus UMT members as required 	<ul style="list-style-type: none"> Professors Colleagues who are not Heads of School Early career researchers etc.
Coffee mornings (PA PVC Research)	<ul style="list-style-type: none"> Staff engagement at school/divisional level 		<ul style="list-style-type: none"> Members of the Executive 	<ul style="list-style-type: none"> Staff in schools/divisions

Staff Engagement Projects

Staff Engagement Project (HR - TBC)	<ul style="list-style-type: none"> Visibility of senior team Responding to invites from faculties/divisions 	TBC	<ul style="list-style-type: none"> PVC Research and HR Director, plus relevant PVC for the faculty 	
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Supported by a range of communications to Staff

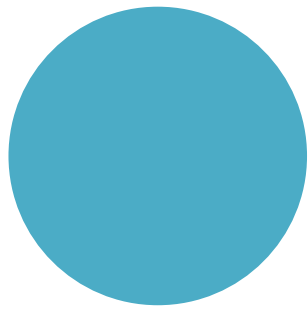
<i>Item (& organiser)</i>	<i>Purpose</i>	<i>Frequency</i>	<i>Members of UMT</i>	<i>Target 'Audience'</i>
Staff bulletin (External Relations)	<ul style="list-style-type: none"> Weekly update on activity across the institution 	Weekly, Thursdays	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> All staff
VC & Executive Blog (External Relations)	<ul style="list-style-type: none"> Regular update from senior leadership team on pertinent issues 	Weekly – Fortnightly	<ul style="list-style-type: none"> All members of senior leadership team in rotation 	<ul style="list-style-type: none"> All staff All students Parents Interested stakeholders

Engagement Events for Specific Student Groups

<i>Event (& organiser)</i>	<i>Purpose</i>	<i>Frequency</i>	<i>Possible involvement opportunities for UMT members</i>	<i>Target 'student audience'</i>
Thematic Student Forums (As organised by division/project appropriate to the theme in liaison with comms & Bristol SU)	<ul style="list-style-type: none"> To gather input into specific themes of interest to students (e.g. Mental Health & Wellbeing, Campus Heart, Bristol Futures etc) 	As appropriate	All members of UMT dependent on theme	<ul style="list-style-type: none"> All students
Open meetings with Sabbatical Officers (PA PVC Education)	<ul style="list-style-type: none"> Informal discussion of topical matters Agendas co-created by Sabbatical Officers, SU staff and UMT 	Monthly	VC, PVC Education, PVC Student Experience, Deputy Registrar	<ul style="list-style-type: none"> Sabbatical Officers, Bristol SU CEO & Head of Student Engagement
Bristol Students' Union Network meetings (Bristol SU Student Engagement Team)	<ul style="list-style-type: none"> 13 Networks - representative student bodies led by an elected chair 	Regular meetings take place across the academic year	There may be opportunities for UMT members to be invited by students to attend part of meetings	<ul style="list-style-type: none"> Network membership is self-nominated – they are: BME, Disabled, Education, International, LGBT+, Postgraduate, RAG/Sustainability/Volunteering ,Societies, Sport, Trans, Wellbeing, Widening Participation, Women

Supported by a range of communications to Students

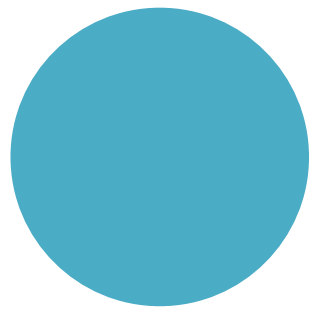
<i>Item (& organiser)</i>	<i>Purpose</i>	<i>Frequency</i>	<i>Members of UMT</i>	<i>Target 'Audience'</i>
Student newsletter (External Relations)	<ul style="list-style-type: none"> Update on activity across the institution 	Monthly, Thursdays	<ul style="list-style-type: none"> Opportunity for UMT members to contribute 	<ul style="list-style-type: none"> All taught students



Engagement

So how do we know if all this activity through ‘top-down’ programmes, projects and initiatives and the ‘bottom-up’ planning in Schools, Faculties and Professional Service Divisions produces the right outputs and outcomes?

*By a comprehensive set of
Strategic Performance Indicators*



We monitor outcomes using Strategic Performance Indicators benchmarked using national data












































































Ref	SPI Name	Bullet chart	Status	Performance			
				2015	2016	2017	2018
1.02	NSS - UG Overall satisfaction			84%	86%	87%	82%
1.03	NSS - UG Teaching on my course			89%	90%	87%	84%
1.04	NSS - UG Assessment and feedback			61%	66%	68%	66%
1.05	NSS - UG Academic support			77%	81%	79%	74%
1.06	Students with protected characteristics /						
1.07	PRES - PGR Overall satisfaction			86%	83%	85%	78%
1.08	YBS - PGT Overall satisfaction			83%	88%	85%	74%

**The above are for national student data, under the
Education & Student Experience Theme**

Appendix 3A: Institutional SPI Dashboard

October 2018

v3.0

Strategic Theme	Ref	SPI Name	Units	Bullet chart	Status	Performance				Benchmark				Target	
						2015	2016	2017	2018	2015	2016	2017	2018	Med. Term	Long-Term
1. Women: World-Leading Reputation	0.11	QS world rankings	Rank			37	41	44	51	21	21	23	29	37	36
	0.12	Times Higher Education world rankings	Rank			89	71	70	78	24	27	27	30	89	80
	0.13	Complete University Guide - UK ranking	Rank			15	24	17	15	7	0	7	9	15	10
	0.14	Times & Sunday Times - UK ranking	Rank			29	19	19	30	7	7	8	9	14	10
	0.15	Guardian University Guide - UK ranking	Rank			35	36	27	20	9	11	10	10	30	20
2. Education and the Student Experience	1.01	Student intake as % of target	Dataset												
	1.02	NPS - UG Overall satisfaction	Score			84%	88%	87%	82%	90%	89%	88%	83%	80%	81%
	1.03	NPS - UG Teaching on new course	Score			92%	92%	87%	84%	90%	90%	88%	85%	90%	82%
	1.04	NPS - UG Assessment and feedback	Score			81%	88%	88%	88%	89%	92%	92%	92%	90%	91%
	1.05	NPS - UG Academic support	Score			77%	81%	78%	74%	84%	83%	81%	79%	84%	88%
	1.06	Students with protected characteristics / WP: Experience	Dataset												
	1.07	PREP - PGR Overall satisfaction	Score			80%	83%	88%	90%	-	84%	84%	81%	84%	84%
	1.08	YGS - PGT Overall satisfaction	Score			83%	88%	85%	74%	85%	84%	85%	-	89%	81%
	1.09	UG highly skilled employment or further study (3.0 HP)	Score			70%	78%	78%	82%	83%	84%	83%	81%	81%	81%
	1.10	PG highly skilled employment or further study (3.0 HP)	Score			80%	88%	88%	88%	91%	90%	90%	91%	90%	91%
3. Student Diversity	1.11	HEKA non-continuation rate	Score			2.2%	2.7%	2.8%	2.8%	2.3%	2.8%	2.8%	2.8%	2.6%	2.8%
	1.12	Student Staff ratios	Score			13.8	13.0	13.4	13.8	13.5	13.0	13.3	13.5	13.3	13.3
	1.13	Entry tariff	Score			-	195	187	184	-	195	193	184	195	200
	1.14	Students with protected characteristics / WP: Attainment	Dataset												
	1.15	Students with protected characteristics / WP: Recruitment	Dataset												
	1.16	% and number of PGT and PGR in student population	Dataset												
2. Research, Innovation and Partnerships	2.01	REF GPA	Rank			-	-	11	-	-	-	5	-	5	5
	2.02	Research income per academic FTE	Rank			-	8	8	8	-	8	8	8	8	8
	2.03	E-Value of content and collaborative research income per	Score			-	140	128	135	-	140	128	135	-	-
	2.04	% of Research publications highly cited	Rank			-	16	10	9	-	8	8	8	8	8
	2.05	% of Research publications highly cited	Score			-	48	50	55	-	59	59	50	-	-
	2.06	% of Research publications highly cited	Rank			-	7	8	7	-	8	8	8	8	8
	2.07	PGR doctoral awards per academic FTE	Rank			-	21.5%	21.1%	21.3%	-	21.7%	21.1%	21.5%	-	-
	2.08	PGR doctoral awards per academic FTE	Score			-	7	11	13	-	8	8	8	8	8
3. Our Staff & Ways of Working	3.01	Gender in the professoriate	Dataset												
	3.02	% RAMP all staff	Score			5.3%	5.0%	5.8%	6.1%	6.7%	6.0%	7.3%	6.9%	7.0%	6.0%
	3.03	% Staff assessment	Dataset												
	3.04	% Staff satisfaction - "My ideas are heard"	Score			-	35%	28%	10%	-	-	63%	-	60%	-
4. Internationalisation and Global Relations	4.01	% International academic staff	Score			31%	32%	32%	34%	37%	37%	38%	40%	TBC	TBC
	4.02	% International students	Score			55%	18%	17%	18%	27%	28%	28%	28%	23%	27%
	4.03	Attainment of international UG students - 1st	Score			-11%	-14%	-10%	-12%	-1%	-3%	-2%	-3%	-2%	0%
	4.04	Attainment of international UG students - 2.1st	Score			-8%	-9%	-9%	-9%	-3%	-3%	-3%	-3%	-3%	0%
	4.05	% of graduating UGs who experienced outbound	Score			-	18%	18%	20%	-	-	-	-	21%	20%
5. Infrastructure	5.01	% of space with good functional suitability	Score			81%	81%	81%	82%	90%	89%	88%	88%	89.0%	93.5%
	5.02	Income per sq. m. of usable space	Score			1,518	1,490	1,662	1,783	1,874	1,832	1,871	1,708	1,700	1,769
	5.03	Cost to occupy buildings in condition C and D as a % of	Score			95%	24%	33%	31%	10%	12%	13%	13%	20%	20%
	5.04	Cost to occupy buildings in condition C and D as a % of	Score			-	4.0%	8.8%	8.8%	-	8.0%	8.0%	8.3%	8.0%	8.0%
	5.05	% of Gold IT services built to operate at required SLA	Score			13%	17%	27%	19%	-	100%	100%	45%	90%	100%
	5.06	NPS - Access to physical and digital resources	Dataset												
	5.07	Staff satisfaction with IT Services	Score			-	-	-	49%	-	-	-	50%	TBC	TBC
	5.08	Staff satisfaction with IT Services	Score			-	-	-	49%	-	-	-	50%	TBC	TBC
	5.09	Staff satisfaction with IT Services	Score			-	-	-	49%	-	-	-	50%	TBC	TBC
6. Sustainability	6.01	Carbon reduction (per FTE)	Score			2,144	1,884	1,782	1,670	1,842	1,739	1,871	1,420	1,302	1,072
	6.02	Carbon reduction (per FTE)	Score			2,144	1,884	1,782	1,670	1,842	1,739	1,871	1,420	1,302	1,072
7. Finance	7.01	Surplus/deficit as a % of total income	Score			-	6.8%	7.8%	-1.2%	-	6.8%	6.8%	-	6.8%	4.3%
	7.02	Cash flow from operating activities as a % of total income	Score			-	12.0%	14.3%	10.9%	-	12.1%	12.3%	-	11.0%	11.8%
	7.03	Net liquidity days	Score			-	174	275	181	-	170	182	-	55	54
	7.04	Ratio of total assets to total liabilities	Score			2.3	2.5	2.3	2.2	0.0	2.8	2.8	-	0.0	0.0
	7.05	Gross Interest Cover	Score			4.8	6.8	7.0	6.3	-	-	-	-	4.8	6.2



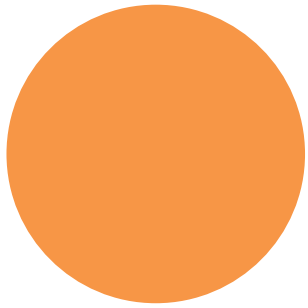
Strategy Delivery Report

Strategy	Owner	Strategy Delivery Report	Outcomes and comments
Vision: World-Leading Reputation	VC		While maintaining our ranking among British universities in the major world rankings, we have been slipping down the Top 100 Universities for a number of years in common with many Russell Group universities. Following consideration of this challenge at the UMT Residential and UMT Plenary, the PVC Global Engagement has been tasked with working with the Director of External Relations to develop a proposal for UMT that would capture, cost and timetable the suite of actions necessary to halt and preferably reverse this trend.
1. Education and the Student Experience	PVC (Education)	Progress remains on track for majority of elements; significant progress has been made in some areas. Bristol Futures has been reprofiled given financial pressures but is still on track to deliver on educational ambitions. BILT is now successfully established. New Student Wellbeing service is in implementation phase, but progress has been slightly delayed due to the impact of increased volume and complexity of student casework on the capacity to undertake implementation.	Change from Amber to Red for some key SPIs, including UG overall satisfaction, is disappointing and not result to be taken lightly. We note that it has been a challenging period and these results do not reflect the positive changes we have implemented (improved SSR for example). High level analysis has demonstrated that institutions subject to industrial action may have experienced an average ranking change of -6 (average for others was flat). PGR overall satisfaction results have dropped, however the number of institutions participating in PRES this year was particularly low (especially RG), potentially skewing the benchmark. Nonetheless, we recognise that we have significant work to do to address these results. The in-depth survey data is provided as a central tool for schools to inform local Education Action Plans, plus institution-wide structural changes around assessment and academic support are being implemented as a priority.
2. Research, Innovation and Partnerships	PVC (Research)	Priority actions continue to be largely on track, although efforts to support a greater volume of more complex and diverse funding opportunities continues to bring significant challenges. VC Fellowships launched successfully, with second cohort starting in November. Good progress on BOC PGR growth plan and on relationships with overseas/industry partners. Initial phases of the first mock REF completed, with final QDA reviews in October.	No Nov update. Targets largely on track. Research income broadly stable. Contract & collaborative income improving toward target. Ranking for % highly cited publications broadly stable. Doctoral awards per academic FTE dipped.
3. Our Staff and Ways of Working			
3A. Our Staff	PVC (Strategy/ Director of HR)	Good progress has been made with priority actions. MyERP successfully launched. New policy for Exceptional Talent Route nearing approval. New EDI governance structure launching. Review of academic promotions and progressions ongoing with proposals to be implemented 2018/19.	Some improvements evident, for example the proportion of female professors continues to increase and is on target. Although the professorial pay-gap has not improved overall, an increase in women promoted into lower grades will have a negative pay-gap impact in the short-term. The % of staff who are BAME and from the UK is not increasing as fast as required. Significant input into community events has started and a full review of the recruitment process to improve access for underrepresented staff is underway. Along with a range of initiatives to improve our reputation with the Bristol BAME communities.
3B. Our Ways of Working	Registrar	Steady progress is being made in the implementation of the Governance Review. Proposals: some have been completed in full already. Certain Proposals are proving to require more time and resource than originally anticipated, with a knock-on effect on the implementation of others.	MyReview engagement has improved slightly but not at the required rate to hit the targets. The 2018 staff survey results are available and being shared widely with local faculty and divisional action plans under development that will feed up to the overarching University action plan.
4. Internationalisation and Global Relations	PVC (I&R)	International function operating with good engagement with Faculties and Schools. Launch of International Scholarships. International media strategy developed. Annual overseas visit programmes agreed. Global lounge plans on track. Large-scale strategic partnerships with international organisations to be developed (European priority initially).	Growth in overseas PGT is offsetting under-recruitment of overseas UG to some extent, but % international students broadly static at 18% (bottom quartile of the Russell Group). % international staff has increased. The rag rating for outward mobility has been moved to red to signify that a step change will be required to hit our long term target of 30%. Attainment of international students is slightly worse overall, with the gap for 1sts getting wider. Data being developed to better understand this and identify mitigations. New international student inclusion officer based in Student Services being recruited.
5. Physical and Digital Infrastructure			
5A. Physical	Director of Estates	Progress on Queens extension, Coombe Dingle, residential renovation and professional services relocation. TQ planning and design continuing, negotiations with BCC. Fry Building rescheduling, exploring teaching space mitigation.	No Nov update. Further progress toward functional suitability targets, income p/sqm has hit long term target. Cost to upgrade buildings change the result of methodology, rather than underlying trend.
5B. Digital	CIO	Many initiatives are underway with good progress against most, e.g. ERP launch, New Ways of Working deployment, preparation for GDPR. Increasing demand is straining resources. Initiatives in place to explore new approaches to managing capacity and capability, including DevOps and enhanced supplier management / partnerships.	Investment in IT remains healthy, with many improvement projects in progress. "Aspirational" Gold IT services are either operating at SLA or are well managed and monitored, however progress in transitioning to resilient Gold underpinning architecture for these services is slower than anticipated due to other priorities. Net satisfaction within the staff survey was good, both relative to benchmark and to other professional services. Student satisfaction with IT has dropped, highlighting recent issues with access to study spaces.
6. Sustainability	Director of Estates	Progress has been made against all sustainability targets noted within Sustainability Policy and Annual Report. Carbon plan in place and projects delivered over the last year.	Significant and ongoing improvements in SPI; we are on track to meet our medium term, 19/20 target and are now ahead of benchmark.
Finance	Deputy CFO		18/19 budget is affordable with a small planned surplus. From 19/20 onwards there are significant challenges in balancing the budget; options to achieve this being discussed by UMT.



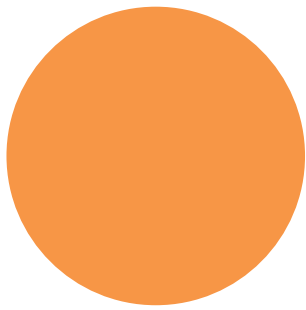
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Partnerships



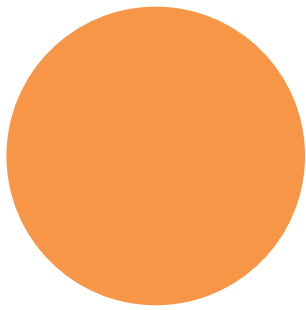
Partnerships

- No institution can manage alone for long



Partnerships

- No institution can manage alone for long
- Various types of partnerships:
 - Individual academic
 - Research collaborations – whole teams, depts
 - With other universities, industry, secondary schools, city councils, other public agencies, charities etc.
 - Institutional – of varying types and ‘depth’
 - Domestic or International



Partnerships

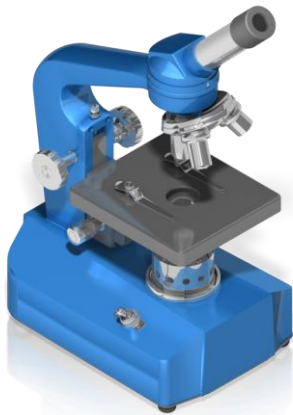
- Jonathan Adams' work & global reputation
 - The 4th Age of Research

“Universities that do not engage in international collaborations risk disenfranchisement and countries that do not nurture research talent will lose out entirely”

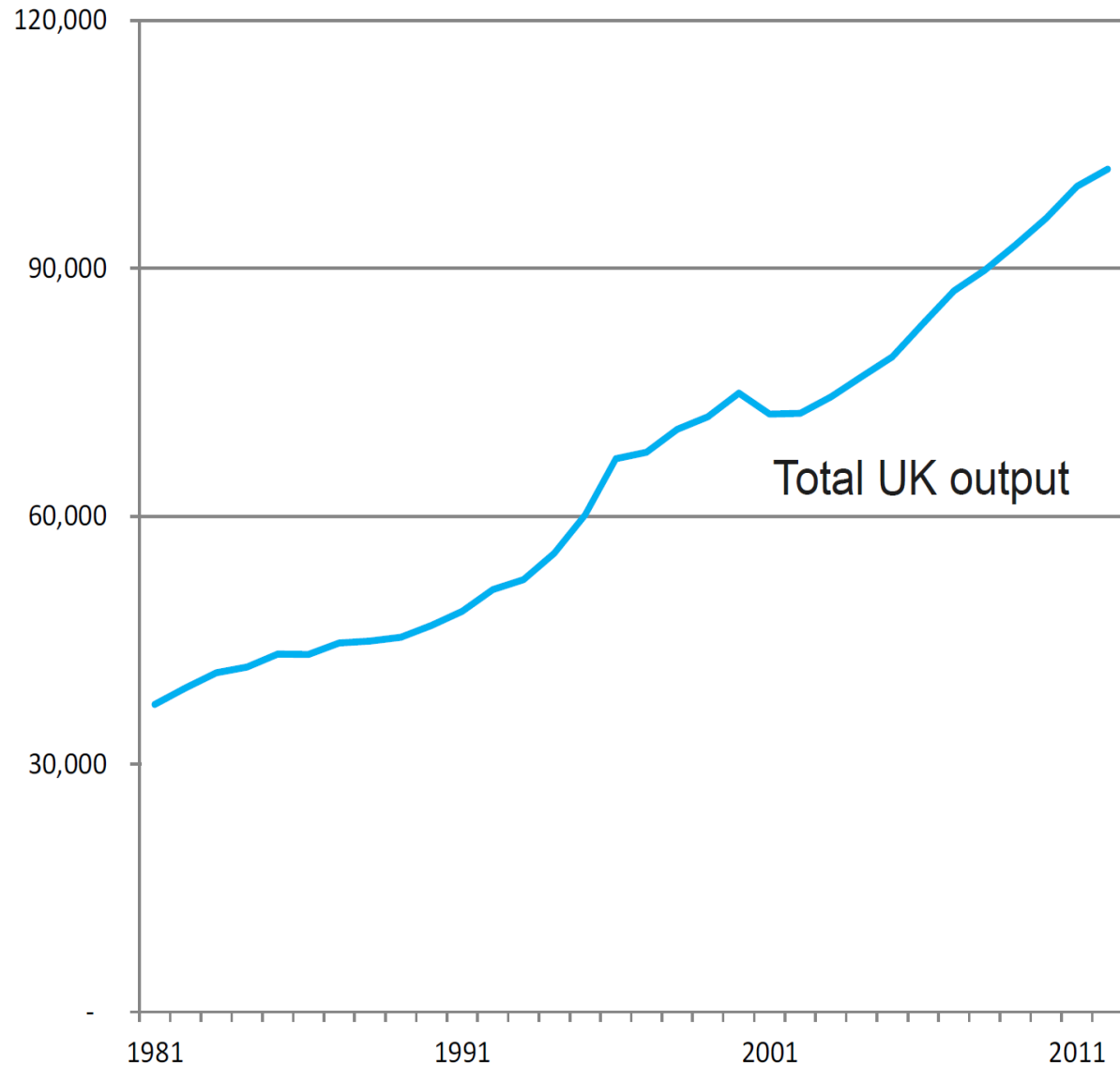
- Jonathan Adams, *Nature* (May 2013)

UK research output has
trebled over 30 years

**UK research
output has
trebled over
the last 30
years**



Papers per year



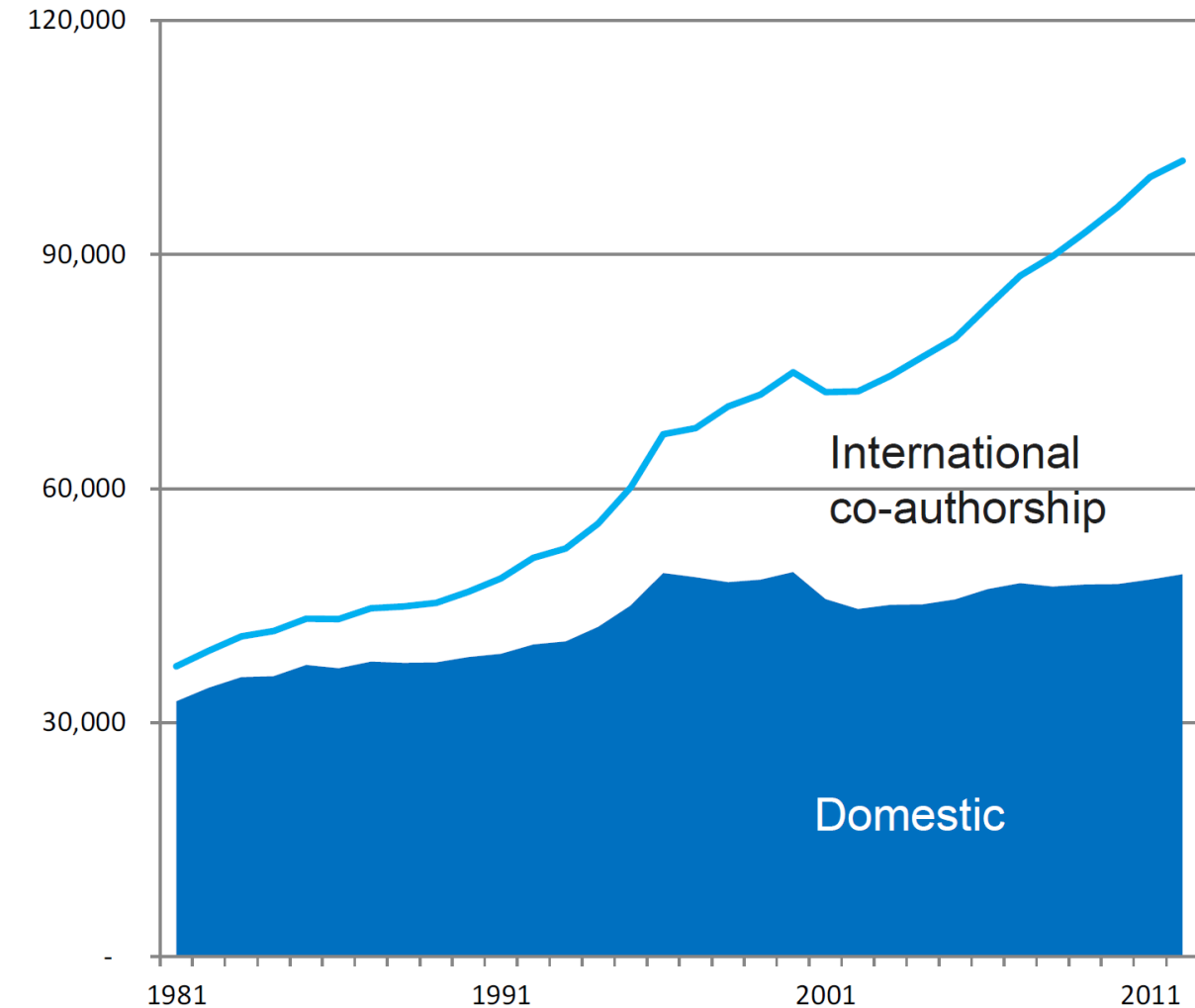
UK

UK research output has trebled over the last 30 years

But domestic research output (only UK authors) has hardly grown

Expansion due to papers with international co-authors

Papers per year



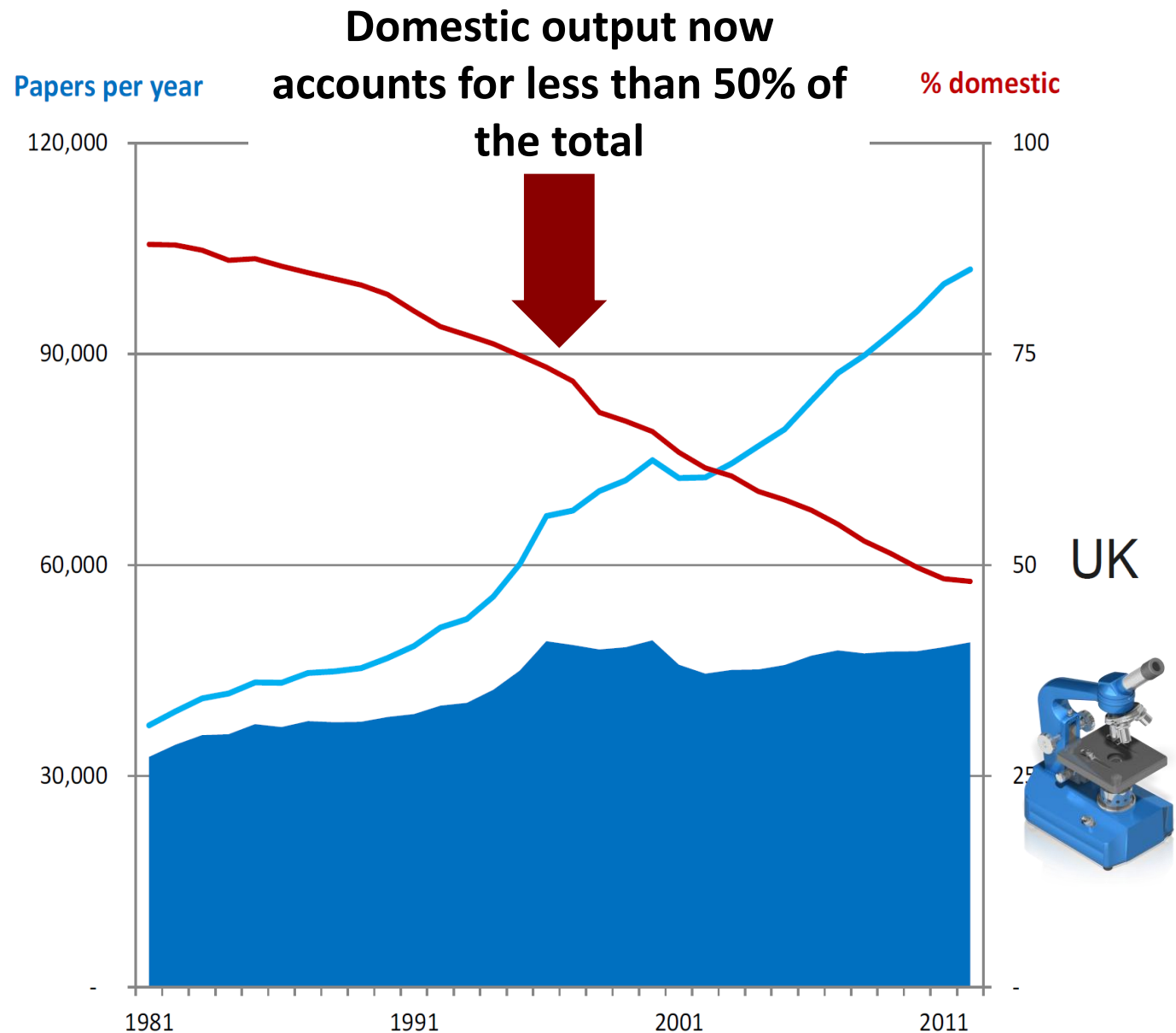
UK

Data: Thomson Reuters. Analysis: *Digital Science*

UK research output has trebled over the last 30 years

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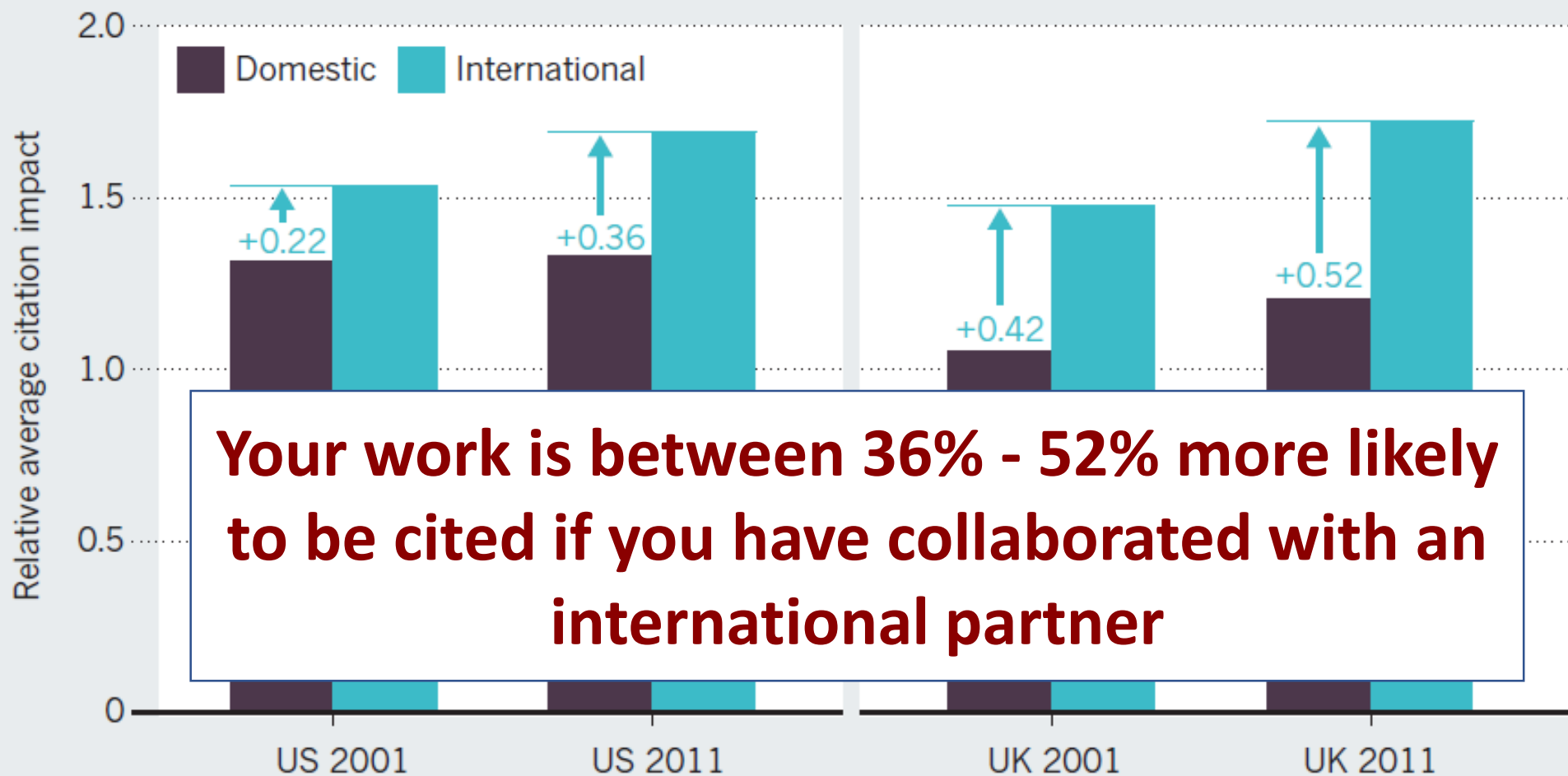
Expansion due to papers with international co-authors



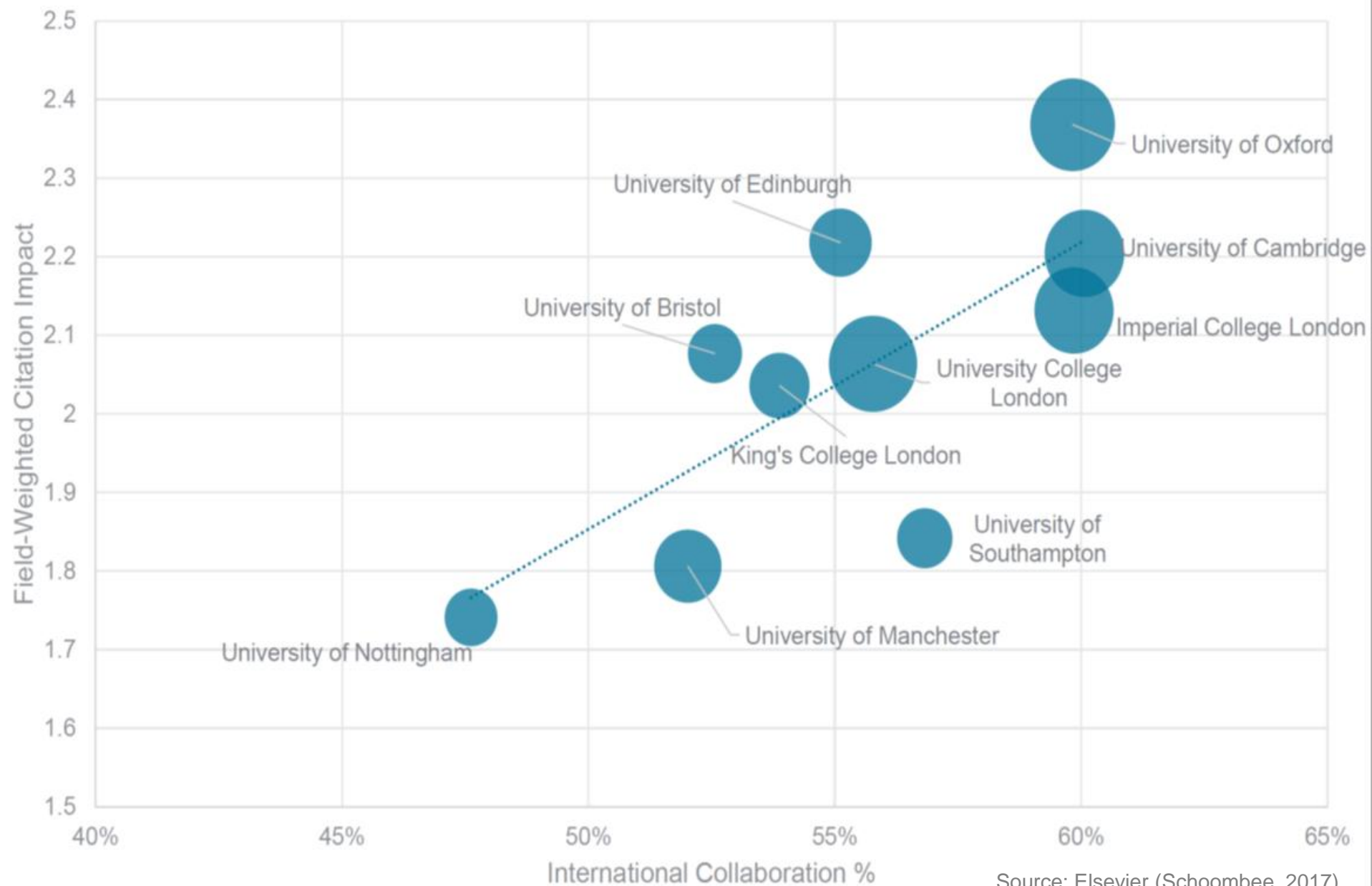
Strong Correlation between Field Weighted Citation Impact (FWCI) & International Collaborations

IMPACT PREMIUM

In the United States (US) and the United Kingdom (UK), papers with at least one author from another country are cited more often than purely domestic work.



FWCI vs collaboration UK





The 4th Age of Research

- Research has shifted from the individual researcher through institutional and national organisation to a **4th age of international co-authorship**.
- The **highest quality research is in the international network**, not the home base – HEIs must ‘connect’.
- **Most collaboration is bilateral**. Multinational important but relatively less common.
- It’s important for national governments and individual universities to continue to **promote & nurture** international collaboration and internationalisation
- Universities have limited capacity for partnerships, so should **prioritise carefully**. Limited strategic partnerships built around strengths.

QS World methodology



In ARWU
Research
accounts for
70%+

US News 90%+

CWTS Leiden
100%

60%

EMPLOYER
REPUTATION

10%

FACULTY
STUDENT

20%

INT'L
FACULTY

5%

INT'L
STUDENTS

5%

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A PROFESSIONAL GUIDE



EDITED BY
TONY STRIKE





