



University of  
Nottingham

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# The 21st-century University: Staff Feedback

# Introduction

In developing the next University strategy, engagement with staff and stakeholders is critical in producing a strategy that both reflects and drives the work of us all at the University – and that engagement with University staff starts at the very beginning.

A series of staff workshops were held across November 2018 for faculty and professional, operational and technical services staff in the UK, China and Malaysia, to generate ideas that will form the building blocks of our new University strategy.

Participants were invited to respond to a number of ‘provocations’ in the areas of Learning, Teaching and Assessment, Research & Knowledge Exchange and Campus Life, as well as a provocation specific to each faculty and professional service area. More detail on the staff workshops and provocations can be found on the University Strategy webpages.

More than 3,500 comments and ideas were submitted and I am sincerely grateful to every colleague who took the time to make their views known. To see the full range of views and ideas, all feedback from staff participating in the workshops



or submitting comments online are reproduced verbatim in this document.

A number of common themes were clear including a commitment to research-led teaching, engagement with our broader communities and leveraging the benefits of our international presence. There was a diversity of views on topics such as how we engage with external frameworks and league tables.

During March we will publish a Green Paper – an outline consultation document – informed by the comments received so far alongside the views of our students, University Executive Board and external stakeholders.

We will then offer all of our community an opportunity to discuss its content in ‘town hall’ events hosted by the Vice-Chancellor and myself, smaller meetings with local teams, discussion at Senate and through online submissions. A White Paper will then be published, presenting a draft strategy for further consultation, before finalising and presenting it to the University Council for formal approval by the end of 2019.

I think we have made a great start towards the development of the University strategy, and I would like to thank everyone who has contributed to this exercise so far and encourage all to help with the next stages. Collectively, we have the opportunity to shape our own destiny, as a community and in partnership with each other.

**Professor Andy Long**  
Provost and Deputy Vice-Chancellor

# Learning, Teaching and Assessment

Assessment: too much? Staff time/student fatigue: too little? Development/formative “hedging your marks”.

We could assess students on seminar performance.

Assessment: role of essay; different views about role of different methods of assessment; standardisation versus innovation; assessment – get rid of classification in marking; get rid of degree classification.

Assessment: we could look into changing the assessment and abolish our different classes of marks, for example, have a pass/fail mark; establish a definitive pass line; no definitive marks! Students not sure that different teachers mark to the same standards. The marking is very subjective. I propose – no different classification for marks! Fit for the 21st century – develop creativity in students, tasks – reflectivity the real life, for example, for language module – create some videos/translate subtitles, etcetera; technology – should not be forced on us, but we should be supported by IT to get the best.

We could emphasise qualitative feedback instead of grades.

Get rid of traditional degree classifications and more to something like a GPA system.

We could use assessment methods appropriate to the discipline, even though it makes standardisation difficult.

We could move from degree classification to encouraging students to do their best – perhaps through transcripts or GPA.

We could open up thinking about what Arts and Humanities skills are for the 21st century and how this can connect with multi-skilled needs in the cultural and creative economy.

We could connect learning and teaching strategies to conversation with schools and FE about building.

We could break down Science/Arts dichotomy. Lack of agility in large institutions; develop more agile systems.

We could better articulate the skills of an Arts and Humanities degree. Put more class time on arguing/presentation/pitching/marketing, podcasts etcetera, if we think those are among the differentiating A and H skills.

Abolish all degree classifications and GPAs.

We could decide if we see the future in a) single-subject provision, or b) in flexibility, liberal Arts or general Arts degree (US, Australia, Scottish, Irish model), Or intercalated year of degree doing something else. If b), how to enable with timetabling? Do students need a broader based skills set?

Break down disciplines; a common foundation year.

Sociability of teaching another; rationale for lecture delivery; distance learning versus onsite unique experience; lectures as curation; two-hour lecture as efficiency-motivational.

“Freedom” of liberal Arts versus “curated” recommendations versus strong disciplinary limits

Really look at the function of Foundation programmes and how widening participation is fully resourced and built into bold visions.

Balance out benefits of physical lecture (performance, social) with digital literacy and expectation of 21st-century students.

Find out if we really think universities do need to compete with online provision/

tech companies (TED talk). I'm always struck by how little Oxbridge move away from the small group/personal

Follow the UCL model and make a language in some way compulsory for all UG students. Otherwise we are just pretending to be global/international and not helping transform society, to be more open. We could show leadership in this.

Artificial Intelligence will destroy the university

Make "listen again" the norm, that's what students expect now (lecture capture) (NUT listen instead)

We could withdraw our data from league tables (and encourage other institutions to do the same).

Lobby to get rid of the completely useless TEF. (How can anyone think it measure what it says it does?)

Difference between what a university is and what a university should be.

We are being asked to deliver more for less. Less and less assessment. We could be confident in what we do.

Who creates the narrative? Caught up in

currents which aren't of our choosing.

Clear, explicit narratives about what we do and why. Agility – problem for Russell Group universities; fourth industrial revolution – future-proofing; how useful will Arts and Humanities be? Common language between government/managers and staff on the ground. Remember that we are political participants. As a starting point, work out what we do well, and make sure that is not compromised by future plans before we focus on challenges and deficits. More flexible curriculum to allow UoN students to take advantage of full range of expertise and opportunities across the institution.

We could celebrate what we do well and not perturb them unnecessarily...but then how can we build on it, rather than massive changes.

Remind ourselves we do good things

Gap between T/L/A School and University; What should we do to fill that gap, or bridge it; Need to reclaim small group teaching; Don't assume technology can replace everything

Scottish model; generalised education; four years.

How do we resolve tension? Make student experience uniform!; innovate!

We need to remind ourselves we are political – we do have values/importance, whether or not we like it

Exams are not fit for purpose anymore, could we move to different methods.

We need to continue with/expand small group teaching. We should not assume that students are falling for the media narrative which reduces degrees to a transaction. Lots of them are rejecting this and want us to broaden their minds.

Relentless standardisation in assessment is the enemy of any innovation. We need to be less afraid of student 'complaints' about non-standard assessment, more willing to engage with them about trying new things.

We need more personal, 1-2-1 teaching in the first year, not just the final year, to assimilate students to university life. But all financial/staffing/prestige considerations mitigate against this. A foundation year for everyone.

Are practical skills taught well enough for industry? Are they keeping up with the times?

We could consider who our target students are. With lower tariff you do have to teach differently/more slowly, and that is hard to adjust to mid-career.

Face-to-face interaction is vital to communicate an academic culture

We could focus on small-group teaching to promote more personal, more human, interaction between teachers and students. This requires investment in staffing.

Why is 'T&L' the dry run?

We could investigate different assessment styles, including practicals, workshops etc.

How can we gauge learning?

We could focus on whole learning not 'learning outcomes' or 'end games'.

We should prepare our students better for the workplace by giving them professional skills, for example, managing emails, Microsoft Office, business meetings, and professionalism. This could be part of the course. 30 credits per year perhaps.

We could think about a focus on setting students up for work. Focus on professional skills, how to conduct

yourself in the workplace, time management, work/life balance, continual development.

Explore apprenticeships as a new way to offer education/real-world skills that employers want and measure skill and not just an exam.

Degree-level apprenticeships: be aware of how these will impact the University. How they will change the way we teach and the type of students we attract; could this lead to more mature students?

We could look at ways of implementing professional ways of working into university life. Maybe as a foundation type year/module.

How are we mitigating the risk of degree inflation?

How can we minimise the skill gap?  
That is, 50% of student cohort having knowledge of specialist software before joining University

We could make better use of our alumni to contribute to T&L and to come back to learn.

Use alumni much better to inspire students.

Relationship/connection with and through manufacturing – embedded in teaching delivery by an external lecture series and enhanced connection to advance research within UoN.

Ability for our staff to work in industry for a year.

We could create industry partnerships to critique programme content and to learn from research/internal innovation.

Industry input into degree courses to keep them relevant to current market. ; Currently the highest bidder has influence regarding industrial investment in University. Should it be for innovation or economic reasons?

More focus on digital technology.

Digital although we have a vision, the basis provision is not where it should be. All students should have state-of-the-art technology in their learning.

Hologram teaching.

How could we use digital technology to our fullest – that is, compete with YouTube. High quality infographics that condense knowledge into 10 minutes.

We could open up access to resources to everyone, and “sell” the degree.

Need extra investment.

APM staff, properly deployed and empowered, make a huge difference. We could increase the fraction of APM staff and reduce academic staff (a bit!)

We could provide inspiration and provide a social space over and above lecturing.

We must inspire students to come to Nottingham through inspirational academics and environment, for example, design studios have been a huge success.

We must flaunt our credentials and successes more. The next strategy must be about shouting UoN successes and achievements. Making our voice heard in the world (by industry and students/researchers).

We must look to our heritage to inspire our future, for example, George Green, Pope. Know our “stories” and use them to compete nationally and internationally.

We need to make more to the outside world of our achievements to increase our perceived prestige.

We could shift some of the focus to improve employee experience as happy staff is equal to happy clients/customers.

More emphasis on happy staff. Happy staff improve experience for all.

We need to be mindful of how we communicate and engage with the students. Many students are not as well versed with emails as we think.

We need to think about how we can engage students and motivate them to be at University.

We could highlight that the ‘service’ we provide is education and not a degree.

For information/knowledge, students can use many free sources (MIT, YouTube etcetera). They came here to belong to a community. We could/need to foster community through our teaching styles, design of spaces and physical/localisation of students and staff into a community.

Need to inspire students by bringing UoN research down to their level and enrich learning.

How are our students being prepared for University?

How can we engage and motivate student – what is it they want?

Issues: fees – students now see the academics as providing a service. They expect to pass. We need to change this relationship/respect issue. Change to student-led; poor experience for academic staff.

We need to develop the professional skills of students so that right from their first day of the University they get the most out of it. Right now there is a mismatch between what students expect and what we provide.

Catering to the individual by way of an organised structure. Creation of a rite of passage – heritage and background, work placement, practical, oriented, encouragement and a feeling of belonging.

How can we reach out to students? Email overload?

Funding strategy – student led, results in transactional expectations. Consider increase in research/commercial collaborations.

Increase in student numbers is unsustainable.

Tradition, learning environment, prestige history is also important for how students feel about being at a University.

We could focus more on different learning styles and ways of working/preparing students for careers.

We should get away from the traditional learning structures like lectures, seminars – more move to project/team work.

We could think about different learning styles. Not just focus on lectures. For example, action learning, problem-based learning and use digital technologies such as apps.

More “T&L” staff who focus on students, in a mix of academics who are R&T.

We could understand the impact of digital tools and technology-savvy kids on the ways we can offer learning in a more personalised way, such as 3D technologies like Virtual Reality.

We could focus on whole learning

Teaching led through accreditation. Hence modelling of programme to actual problems/issues required by industry.

We could create personal/customised

learning/educational experience. Personalisation is important. May create a lot of material which may not be hugely used but “choice” is very important to students.

As we focus more on professional skills and how to be an engineer this is further away from how A Level students learn. The gap between A Level and 1st year is getting wider. We need more transitional support.

With more degree-level apprenticeships learning and teaching and assessment will change. More intensive, short periods of teaching. Different assessment, different timetabling. Is the traditional exam dead? Probably so in Engineering unless we still need to test theory?

50-minute lecture = passive learning. Has been done for hundreds of years we need to engage students and promote active learning.

Introduce part-time programmes – would attract all big engineering companies to sponsor students.

Consider distance learning and self-paced courses (or elements of).

Research-led teaching and experience-led teaching? Both are valuable – should teaching be both research and experience led.

Look at part-time degrees and more distance learning.

Should Foundation year be taught in high school? i.e. professional skills

Improve distance learning/mature learning/online-only courses where applicable.

Ways the younger generation learn is changing: more scope with technology to offer different avenues of learning so cover more styles of learning = fit for 21st century!

Promoting teamwork, learning and ability to work at a high level with others in a co-operative manner.

One exam a fair way to assess learning and knowledge.

Prescription nature of University programme assessment specification: we could move away from the constraints of module, credit assessment standard. Challenging the straight jacket of CAA.

### We could align assessment with learning.

Examine if we over-teach and over-assess or have assessments that fit work not academic favourites.

Think about different methods of assessment.

Need to leave University able to get into a job which leads to a career in how pursue/connect to their learning.

Acknowledge and demonstrate to all that we enable personal growth, give our young people space to grow up in this environment.

Allow guided development more, for example, novice to accomplished.

Be more focussed on career-long learning (would this shift to PGT).

Develop apprenticeship for nursing auxiliaries to develop more people into shortage needs in NHS.

Enable the students to be agile for their future career, for example, take out delivery of facts and instead provide an environment to allow students to explore their skills and knowledge requirements.

Ensure life-long learning opportunity relationship all-round the traditional alumni relationship.

Offer life-long relationships to students, not just traditional alumnus support.

We could provide life-long learning (from employ in schools to providing education right through the lifespan).

We could think about delivering education as a service, i.e. not 3 years but an annual subscription to continue learning to better reflect need for life-long learning and uncertain career path today.

Train our academic staff better on how to teach in the digital consumption age.

We give “three-year” degrees but what about life-long learning? Good point, but we need colleagues freed up to do this sort of thing, and it’s not currently as good for Ro5/PGR?

Competence – we could do more about employer’s needs.

Encourage active learning with the schools leading their fields (not dedicated teaching).

Stop/change the funding model for

schools that leads to uncooperative behaviour between schools and cannibalising of each other’s modules/ academics. Return to a cooperative system that operates University-wide.

Integrated PhD for school leavers, seven-year-programme.

Length of degree course: we could reconsider depending on rate of personal growth.

We could access outcome. Review course structures, no didactic teaching in year 1.

Do more as an institution to create learners rather than students who are good at passing exams. This will need bold moves that change curriculum to allow time for this.

Do more labelled “critical thinking” in teaching, not just subjects.

Do more strategic training. Do less, fewer subject areas, to provide more value and better value.

Ensure students learn about how to do things not just what things are, for example, why and how modules work, not just the name.



Ensure that students are taught complex non-routine skill sets and group tasks. Skill sets that can't be replaced by AI and assess them in appropriate ways, i.e. put that learning in context.

Employability from their "learning".

Ensure we teach complex skill sets collaborative/group working that can't be robot taught.

Look at our degree programme – US model. Students have freedom of opportunity to flow both professionally and personally.

Start off with timing everything of head and recruit a PhD lead but students can graduate at the different levels. PhD – Masters – US students.

We must engage flexibly with technology and use it to enhance T, L&A – not take over or use it for convenience or because we think it's what we all want.

Be more innovative in our use of technology for teaching /University needs to be agile too.

Embrace new technology for teaching.

Embrace new technology.

Push the University to move ahead and adopt new generation technology that is intuitive.

Step forward to virtual learning environments and student teaching in small groups if the University moves to new technology.

Use learning technologies creatively but sparingly. They should not substitute for direct contact communication.

Use technology to support assessment, for example, engagement levels – library use, module coherent, development of collaborative group work conversation streams useful to tutors.

Work out what the right level of technology is to facilitate learning experience.

We often rely on "clicks". We assume that all incoming students were "born" with a mobile in their hands, so we turn them into "everything IT delivered" but then when you do Echo 360 guides half of the class does not engage (does not take mobiles our nor engage).

Why do we have libraries when we have the internet?

Are students getting value for money? Probably "yes" for medical students, but we need to ensure that it is a quality experience.

Produce statements to students at the end of each year to indicate where their money has been spent.

Demand adequate government funding. We could defend our success and legacy in the media more loudly and aggressively. We could remind students they are not educational professionals and do not need to be "satisfied". They need to learn. We could scrap SET & SEM & institute a rigorous evaluation of learning professionals in higher education, high quality teaching cannot be measured by simplistic metrics.

Devolve more responsibility to divisions; recognise and action more diversity in process; decrease the need for everyone doing the same thing; need fit for purpose process. Recognise and support staff to be innovating; speed up process for development of new teaching provisioning; have good expectations on workload; reduce the expectations around student evaluation.

We could flatten the hierarchy and get rid of faculties to return power to schools (and responsibilities).

We could give more responsibility to departments and reduce the top down bureaucracy/drive for “conformity”.

Remove faculties, power back to divisions. We could diversify curriculum across the University; funding; structure opens into the way of good curriculum development. We could see teaching and research as a continuing way everyone does come.

Staff need to be much better supported to focus on teaching through better technical and admin resources.

Ensure that students are properly supported via good and appropriate admin team. Many students see they are treated as a number rather than a specific person who can help with specific queries that “drop-down boxes” don’t work!

Reverse the isolation and new project transformation admin workload of our academics and put them back in the classroom, supported to engage and inspire students re world challenges and their careers.

The millennials are going to be changing jobs every few years. If getting your second job will depend on how well you did in your previous job, then the role of the University is to teach the student to think, to adapt to changing situations, to find the silver lining in the clouds, to be resilient (mentally and workwise).

We could acknowledge we are being led by Government and employees to deliver training while we are aiming to deliver education. Acknowledge tension so we can lead the conversation to have students as advocates.

We could be better at explaining the value proposition at higher education to students and their families.

Contribute to a vibrant, truly questioning, challenging but constructive society.

We could encourage a two-tier system of ex-polytechnics and Russell Group and specialise in three-year professional and science/art degrees.

Highlight the tradition and value of joining the global community of University of Nottingham.

Return to two-tiered HE; apprenticeships/

vocational vs higher academic to better serve society. Too many are going to University, exiting with high level of debt for no long-term benefit in career opportunities.

We could move to blur the line between teaching and research.

We need a more diverse system in which the University is one option among other for professional and vocational training.

Curate knowledge rather than just provide it in the “fake news” “post-truth” world.

We should prepare people for life and societies, not just train for jobs.

We aren’t bold enough. We should influence schools and educate government, employers.

When thinking about 21st century, we need to think as far ahead as possible, so not 2030, but 2050 – 2070, etc.

Perception that T&L still does not have equal respect or value as research. We could work to change the culture and reward T&L more. Responsibility/power/decision-making has been “sucked away” from the coal-face (academics). Possibly as a consequence a drive to a

business model. We could return power back to academic departments, not admin. Separation of academics/admin into SSC – created a divide. Increased workload for academics as a result. A lot of double-decking. We could streamline processes more and get admin waiting for us. Students as consumers, perception that there should be equality but more important that there is equity. Workload on academics is increasing which has implications to ability to deliver innovative T&L. Reconsider return autonomy back to academics.

Increase “ownership” of staff by making their contributions clear and valued.

Scrap the distinction between R&T and T&L and institute a continuum of academic effort between teaching and research where it is recognised that people at either end of the continuum have high value and are rewarded.

We could cope much better with student expectations. Student experience does not prepare them well for the open-ended thinking needed at University. Can better anticipate the skills they will need to develop, or help them engage better with our teaching and to address

their expectations. We have issues with generational differences and social differences that our predominantly white middle-class staff are ill-prepared to deal with.

We could have a session similar to this for students to get their views (essential).

Biggest pressure for change. Student perception of fees and value. Is what we do fit for purpose? Competitive pressures look different for each course.

Contract hours vs reading for a degree; life-long involvement; outcome vs assessment; role of school by University.

Contractual relationship – service permission to be a student. Best value for money.

Expectations – quality fit for the cost they pay.

For students there are important social functions. Require redesign.

Open days are very shiny versus reality “sell a fairytale” when students are on their own more when they arrive. We should give more life/business info for University of Derby Business School.

Students are reluctant consumers but we need to redraw the relationship between the University and student to a non-commercial one.

Ask students about their learning preferences and styles to recognise and rethink how we impart knowledge and average learning.

Do more to explain what we mean by “value for money” from students who have less contact than other students on other courses.

Find out about what students want; we make assumptions, for example, Post Docs, pushed to research but may want to teach.

We could have an old people’s or mid-career hall of residence and integrate them into some degrees. Enriches student life via work.

Listen differently to students and explain wider reasons for working in labs and attending re wider world job expectations.

We could have a dialogue with students about their needs.

Make the people at the University part of the reason people want to join the “tribe”.

We could set the expectation rules at the start of the learning. What is University? You will be doing things differently than A levels because we are training you not only to survive but thrive in the work environment. (A place that will change a place where you do not need to pass exams, a place where you will face challenges). University should put an emphasis on we are here to train students to think, to be resilient, to be proactive, to be creative. We have to “undo” the damage from A levels.

We could try to think differently about the expectations of how we engage with students, in the taught, social and personal zones.

We need to talk to students about responsibility and what University is and what they can achieve. Do it in specific teaching, not just introductory words.

We could teach that normal practical part of work attendance is a work skill.

Will this be in the exam? Frustratingly, but we probably need to ensure that we build the things we think are important into assessments.

We could aim to respect teaching, learning

and assessment as well as our students (acknowledging generated differences) to ensure we are all in agreement as to what

We could allow for students to display the breadth of their message in exams rather than just reproducing information from lecturer – change the way we examine.

We could assess problem solving, thinking skills instead of featured recall, albeit the foundations of a discipline needs to be explored, “equipping them for the future.”

We could assess students when they feel they are ready for example, explore our exam structure and make it less rigid and allow and recognise that students learn at different rates and may not all be ready to demonstrate their standard/achievement at set exam times.

We could create different learning environments that better reflect new learning styles, so don't just record lectures, re-imagine them.

We could develop an option of the subscriptions to facilitate lifelong education.

We could do better with our progress (Honours, BMedSci, etc.) by having

designated time without lectures. To allow students to perform and get a proper experience of research projects.

Give students more choice in the T&L approaches. Students who live more than 1 hour away can attend lectures.

Give the young investigators (Post Doc) the opportunity to be involved in teaching.

Improve our practical sessions; students often learn more when they put theory into practice.

We could integrate assessments, T&L.

Make all degree courses part-time to allow students time to work/earn and afford to study in its broadest sense.

We could offer highly-focused short courses for professional for CPD.

Promote students to have responsibility for their own learning (we provide resources and they use them).

Provide personalised mentorship and leave content delivery to other mechanism (for example, the internet).

Teach where to ignore/how to interpret information.

Tell our students what we do, such as, regarding research (and teach a bit).

We could think carefully about how to balance students' new styles of learning and technological expectations against preparing them for the skills that we know are essential to success (reflection, concentration, deep work).

We should refocus on research-led learning rather than research-led teaching.

We should teach students how to learn (able to adapt over future careers).

High level of bureaucracy stifles creativity and flexibility to change T, L&A in a timely manner. Around two years before changes can be made under the current processes. We could reduce bureaucracy and cumbersome processes.

Guidance and feedback.

50-minute self-directed learning?

Teaching, learning and assessment driven by students. Also "standardised" assessments which may not "fit" the learning outcomes as well as another assessment type/length might. We could allow academics more control.

We could do less but do it better.

We could ensure everyone contributes to teaching. Research becoming a separate activity far less academic. We could explain to students how the fees are spent. We could pay attention to staff's views on what students require.

We could provide a learning environment in which student experience is positive and engaged. Teaching and research staff need to have time and space to think and work productively.

We could resist the way to make hasty changes to a successful system on the basis of short-lived trends.

We could finally ditch the degree classification system and just give transcripts with weighted average not each GPA.

Flag up our location, social side of learning, group peer activities.

Get academic people to engage more with students.

Ensure University stays informed of what students want, what works and what new technologies are becoming available to be implemented.

We could better prepare our students for life beyond their terms of life skills/professional skills. Go beyond identification of professional competencies to a core programme which delivers these competencies in an accessible format. Consult with our alumni and employers about what knowledge and skills they wished they had. Could include teaching, work, personal organisation, prioritising, clear communication, professional dialogue.

We could have a significantly more flexible system where students can get credit from study abroad/internships/volunteering during holiday periods and reduce credit load during the academic year.

Can the University deliver the learning necessary for UGs to make a meaningful contribution on entering work?

What does an employer have to additionally provide to support them?

We could take seriously the challenge to internationalise the curriculum for example, lecture via UNMC/UNNC, guest lectures from other unis.

What can we learn (+ve or -VE) from universities around the world

We could create a network for future competitive life

Is the future to rationalise delivery and assessment so that the skills learnt are wanted by employers?

We could focus more on 'learning to learn' rather than transmitting knowledge

We could take a liberal Arts approach and broaden the curriculum for all students

Do we want two years not scores then specialise – we specialise too early

Learning to think critically not knowledge – maybe professionalisation into subject knowledge

We could make weekly timetables more flexible to allow for practical life skills type sessions, such as managing email, presenting innovative group work

Have an international semester when students could go abroad or do something in the UK related to international

Don't do 'me too' online resources social media – use our strengths

Remote teaching (MOOCs, NOOCs) How can the University deliver classical learning in the future? (Need to address social

community and University life offered by classical teaching at the University?

We could provide a health warning that using lecture capture only is detrimental for their learning. How do you build team skills with distance/digital learning?

University needs to be transparent: all money from government/students, for student education should be spent on teaching.

Universities are no longer gateways – they are life support systems for wider society

As a University we should not 'react' to external stimuli, but rather be old and 'create' trends.

Need to reposition and re-state the value of a university education and the population. The state value to society, legitimacy.

Need to challenge market paradigm: a degree is far more than preparation to get a good job.

Need to articulate more clearly in public discourse what we feel a university education is about and can offer.

We need to make our value to society

clearer to legitimise our claim to public funders.

The world has changed, but some educationalists want to keep universities the same – we must move towards gaining knowledge – learning to leave.

Giving students a set of values.

How to make a climate when 'smart' bid of the herd has more power than populism.

We could be more proactive about what is good, rather than reacting to external stimuli.

Marketisation of HE provision; is this the correct way forward? We need to consider the true value, of why a degree is important.

Universities need to be confident in what they are not trying to play a game of 'catch-up' with others that are doing something different

Universities should not just be for the middle classes!

No need to change the basic rules

We could reward teaching staff in the same way as research staff to inspire people to innovate and improve

Lecture capture – us and them staff-student mentality

Challenge – How to improve student engagement during large-scale teaching.

We could encourage students to reflect why they have chosen to come and study at our University.

Challenge to treat students individually – personalise learning.

We need to find out what it would take for students to want to engage.

Make teaching more personal – NOT consumer learning which could be done online.

We should work on the partnership between students and staff and make sure that students *want* to be here.

We should contribute to the life-long learning of our students.

We could consider what students are asking for carefully before trying to give them what they say they want?

Manage the conflicts between the expectations of students and those of teachers/academics.

We could have a student's recruitment campaign that talks about what students get from university life beyond the degree outcome, the friends, societies, extra-curricular, the opportunity to learn what sort of person you are and want to be in a context safe and supportive.

Strong expectation from students.

What do you want to get from a university that you can't get from large group: 'face time with experts' small groups answer but very large group of students.

Adapt degree courses to the adapting needs of the student intake.

Creating a different narrative of value than money, for example, by coming here you will become a more valued member of society, can do more, achieve more.

Mental health and well-being could we properly ensure we are catering for our students.

Getting students to appreciate skills they are developing assessment as part of realising that they are developing these.

Do we expect too much of students to provide feedback and shape directions?

Feeling of entitlement has made delivery of a degree a contract and students are not today privileged.

What do students want out of three to four years at uni nowadays?

Attendance – but pay fees! Drop off – lecture recording, accreditation-guarantee of quality?

Current three-year residential course is valuable for small numbers but is not sustainable for mass HE.

Reflective comment – maybe too much focus on undergraduate/taught students.

Could we generate more boundaries and clarity for admissions and for rules in study? People can engage/perform better with rules. Generate more pride and need to succeed.

Changing student expectations: keeping students happy has become requirement, sense of entitlement now.

Not providing best teaching as some students score poorly if they don't understand quality. Have to keep students happy or academic is bad on SETs.

Students should be interviewed for places

so we know they have a genuine interest to learn and what they expect

Different schools face different challenges: some students are clearly more interested in 'employability' while in other schools they are more interested in just learning. We should acknowledge diversity in the University.

Type of study to retrain or advance in a career needs to cater for the life needs of more mature students who have 'life baggage' (kids, home, family, personal commitments). Can universities adapt delivery to skill the future student at whatever age.

Future: challenge students to demonstrate their competency in different ways, such as a portfolio of competencies; won't be asked to sit an exam in the workplace.

Learning to learn – enabling students to take data/information/skills and utilise them in the future.

Providing challenge to develop themselves

We need to highlight/signpost to students that they are acquiring knowledge, core skills, personal development, feedback.

Assessment – we need to ensure that

technology doesn't replace core skills such as writing essays/reports.

Do we over assess?

Do we properly individualise group assessment?

Empowering students in their learning journey.

Could we make the value of an original lecture more valuable?

Could we increase the pass mark to make the lowest handle more challenging?

Could we move away from an expectation of passing modules with minimal effort?

Literacy: complex thoughts not possible if cannot formulate sentences!

SETs – need to be manipulated as not a measure of teaching quality – make material easier!

We could offer a greater variety of modes of course delivery (traditional, online part-time, apprenticeship) to support lifelong learning and provide additional value for money.

Need a greater focus on transferable skills: teamwork, multidisciplinary skills, life

skills.

We could assess students in tutorials for course credit?

We should resist change, for change sake.

Not traditional lecture – flip to classroom, and small group discussion with lecturer.

Use staff in a different way.

Tutorials need to be interactive, could we assess tutorials along the way rather than exam at the end? Deficit in learning with online learning.

Workshops.

We should move away from traditional UG lectures and develop a more flexible learning environment.

Lectures must now not only provide knowledge but guide/inspire students to interpret it, assessment must be continuous.

We could continue to deliver content by conventional means, supplemented by technology.

We could leave things alone: 'if it ain't broke, don't fix it'



50-minute lecture seems passé but how else to interact effectively with large number of students?

Knowledge is knowing how to find out: – what are we trying to teach? In some subjects factual knowledge is needed. The ability to find out – find information/sift info is more valuable.

We need to ensure correct balance between lecture-based delivery and classroom, it can't all be interactive, hands-on, we need to explain why we change the method of delivery and assessment.

We need to change now!

We over-assess

How will we facilitate students to move from being taught to learning to learn, have a sense of achievement fulfilment, learn life skills, such as time management, teamworking?

We could support formative assessment (which is something students value) and the teaching/learning environment, by team-teaching – lecturer and teaching assistant.

We could radically rethink our modes of

assessment to inspire students to engage with learning beyond relevance to their 'exam/assessment'.

Lifelong learning as we all work and live for longer/learn for the next period – then return.

We could do more to challenge the view that a three-year degree is preparation for a 40-year career.

Credentials/skills/experience. Depends on parents' approach. Masters versus UG.

We should reach into our next generation of schools.

We could do more to reach out to parents who didn't attend university.

We could respond and challenge 'teaching to the exam' in secondary schools – this isn't what HE is like.

More work on how to learn at university and how it is different from schools. Can we have a session at the start of the academic year to discuss this – may be delivered by Education?

University has responsibility of strategic xxxxxx – business and labour markets, teaching and education/skills hard.

Independent learning. Keep numbers in mind; seeing itself as the sector in HE/FE; Think through fees. Perceives itself as civil institution providing public goods.

We could allow individual activities to devise a more innovative curriculum.

Tangible outcomes: information/skills – accounting (need hard skills) – econometrics.

Technology (such as Rogo) can be used to give feedback to lecturer on what students know and what they're struggling on so can adjust future lectures accordingly.

Re-evaluate how we teach students: increase peer learning, use more technology more effectively.

Do we want to be 'digitally' focused or 'on-campus' focused.

Balanced technology with human interaction to ensure sufficient engagement.

Digital technology can only work if it is run effectively by humans.

Lecture capture – lower attendance of students with English as second language.

Nottingham heritage good but non-Russell

Group – new technologies.

We could move away from using metrics to evaluate staff and organisational performance, especially move away from the dominance of metrics that are measured and used mainly because they are easy to measure.

We could try to change the institutional culture that seems to be attached to the University by stakeholders/authorising environment.

Resources. Distribution across faculties. Cost/resource intensity (philosophy/medicine) – fees.

To allow innovation we must allow more flex in the regulations to allow diversity

Need a better communication between schools and the University for better coordination and motivation.

Would like to work in an institution where relationships among people are valued.

We need to tackle isolation of staff and students.

We could all do our best to elect a Labour government. It might not solve everything but it would be better.

We need space for peer learning (physical).

We need more staff to support personalised quality teaching.

Architect Will Alsop has some good ideas about curative learning environments, for example, hospitals, schools, businesses, all in the same building learning from one another.

We could invest in our resources (human and estate) to enable us to engage effectively with innovative concepts and methods of T&L.

Given that there are increasingly large student numbers, we should increase the lecturer-student ratio in order to enhance the student experience.

More staff, smaller classes.

We should look at student recruitment and staffing appropriately.

Universities aren't shaping the discourse – need to use their influence more.

Legacy of a publicly-funded system – universities are too passive.

Russell Group is not pushing back on discourse around what a university should

be or do. Could the Russell Group identify what a research-led university looks like? We all say we do it, but no two people understand what they mean.

No to metrics/Yes to values.

We could change the main aim of the University to maximising the extent to which (the achievements of) the whole institution is more than the sum of its parts that is (i) that we achieve more as an institution than we would if we all worked on our own, not as part of the University, (ii) the simplistic metrics currently used do not capture enough information to judge this.

Return to the human factor in education. We should inspire love for a subject.

We could do more to resist marketisation of education and innovation; work collectively with other universities to reduce fees and xxxx for university education as a public good.

We could make the academic community better integrated. Students are becoming more isolated from teachers. Colleagues are becoming more isolated. Over-reliance on metric-based system. We are talking more about whether we published in 3\*, 4\*

journals rather than the research itself.

Due to expansion – change in relationship staff and students – less access to research-led teaching.

Could we deal more with isolation of students by increasing opportunities for staff-student and student-student interactions such as group activities – tutorials, field trips?

We need to foster a better sense of community in schools – find ways for students and academics to come to things that are not compulsory.

Consequences of expansion – interaction with students; expectations of students (paying for product [2.1]) plus spoon-fed learning.

Well-rounded students require interpersonal skills.

Consumer approach from students “I’ve paid for a 2:1”.

Make inroads into how to understand our students better: UG students can’t sit and listen to a 50-minute/two-hour lecture – short-burst and practical activity would help engagement.

Power shift to students – move to peer assessment.

We could build a clear pathway into ‘living in Nottingham’ to improve the international and home/EU experience.

We could clearly define what it is to be at our University (uni in general) to communicate (and improve) the student experience, so not a spoon-fed experience.

We should provide a curated experience; students in contact with experts in their field.

We should prepare our students for university.

More staff to improve teacher-student ratio.

Incentivised students for engagement.

Give students a breakdown of the facilities at their disposal to carry out their studies and the running costs to get away from the “9K a year for x hours of lectures” attitude.

Could we create a better narrative than the prevailing one which encourages students to be instrumental?

We could acknowledge that SET does not measure teaching quality (this is

known), and evaluate teaching more by self-evaluation (reviewed by peers who have observed the teaching), informed by discussions following peer observation. Discussions both between the staff and with the students.

Customer base: UK versus non-UK – EU versus non-EU. Gift cultural approaches to learning. PhD.

We could have more discussion with students about Teaching, Learning and Assessment and somehow encourage them to develop a more nuanced understanding and to challenge orthodoxies. We need to present a cultural analysis – we’re in a university, after all.

We could do more to challenge the narrative around employability and commoditisation, by not foregrounding this information/perspective in marketing and teaching and unread foregrounding education and learning much more.

Analysis of problems: learning space not currently dialogic, open up to challenge, changing views, reflecting on that ‘change’ equals learning. Against: current space which encourages monologue, and the lecturer at the front is in the position of

power. Solution: we could create genuine dialogic space.

Teaching versus learning: teaching – skills (practical) versus learning – thematic, research-led. Focus on the core mission of teaching/learning.

Too much influence from policy/business on 'work-ready'. Not enough emphasis on analysis skills.

Need to encompass more formative learning opportunities to encourage students to learn for learning sake rather than because it's on the exam.

We need authentic learning that reflects how students will be learning/working in their field.

Component learning from external and academic perspectives.

Encourage more innovation in T&L assessment (innovation does not equal digital) and resource it – time and space.

We could invest in keynote research projects which are designed to be collaborative endeavours with the student body.

Allow more diversity in lecture style

– try to make them more varied/ more interactive. Requires permitting, rewarding, assessing, and resourcing. Abandoning "one-size fits all".

We could focus on what we deliver that 'tech savvy' non-university providers will struggle with, for example, more stress on interactive campus-based teaching (not necessary online provision), and more stress on research links to teaching.

Beyond Beacons – so a Social Science problem/resource

Bringing varied context and perspectives.

We must make the 'lecture' experience more than text – there needs to be an interactive element.

We could offer more help for students to build self-support study groups (online platforms/rooms).

We could do more research on international students' experiences and incorporate these insights in T&L.

Analysis: Different 'student' sociologies – assessment (over-assessment) now media/technology savvy, and used to a different model at primary school (music creative)/ (secondary school). Formative

assessment. Proposed solution: change to more formative assessment, which also involves students – student learning (what is the mass-produced version of the Oxbridge tutorial, using new technology?) which is brilliant for formative assessment. Problem: be careful of the hidden curriculum when we make changes. What are we 'teaching' about organising, is it a particular form of organising? Solution: we could think more about our hidden curriculum in our curriculum design (see authorising environment).

Allocate more resources to PhD student grants, to also have more PhD students to help with teaching (sustainability).

We could build our reputation as an HEI that offers a signature pedagogy in developing successful independent learners.

Differentiate offering for different cohorts of students, for example, BSc, MSc, PhD, home, away, MBA/Exec.

Range of teaching methods/approaches. Yes large lectures have a role, but must be supported by small group teaching.

We could consider how many students we have in groups.

We could consider if lectures are fit for purpose.

Question and challenge 'traditional' modes of teaching, learning and assessment – project-based; role play, field trips.

Devote real time and energy to developing alternative models of T & L that challenge the TEF metric XXXXXX rather than making the metrics the objective. They're meant to be correlates, not proxies.

We could be bold in pursuing new ways of teaching and especially assessing students. Perhaps fewer, bigger assessments that require flair, thinking across topics, etcetera.

Meeting demand – XXXXXX increasing independent learning versus keeping students happy – depends on links with schools and curriculum.

Student numbers. Difficult to impart skills with increased numbers of students in the classroom: still need small groups. Cap?

We could facilitate and support students in their learning better. We could have good leader toward that. We could have mini-viva based (presentation) after lab series instead of lab report.

Have assessment through assignment rather than having a periodical exam. We could have a presentation individually/or as a team for comment by others.

Low attendance for lectures – are your lectures good?

We could have a frequent mini viva discussion on two-way connection.

We should have academics with years of industry experience.

We could have knowledge-sharing with peers in the field (guest speaker).

We should involve corporate companies from the very early stage; experiential learning and project-based learning

We should tap into e-learning since we are a global University. Moreover, with available teaching technology, some courses can be delivered via e-learning. This will boost employability of students.

We could have a flexible study time not just attending classes but through visual media as an option. We could have a strong IT/internet connection upgrade.

We should be more advanced in technology teaching such as gamification

teaching, virtual learning. Make certain courses available online for every student and staff. For example, engineering student can pick up business and management online without dealing with the challenges of timetable.

Move from being totally traditional to a more holistic learning experience. We could move towards e-assessment and it is understood that not all assessments could be done digitally. Therefore a blended assessment approach is the way forward. We could move towards: a more interactive evaluations; an Adobe connect. We could have better and richer conversations with people of expertise being involved in tutorials. We should be looking more into education with technology. We should be looking at skills development and soft skills and communication skills as this may be lost in the digital world.

Educate staff with technological knowledge to disseminate information to a wider audience.

Increase the accessibility to online classes for students to option; for both traditional and online learning.

We could make education affordable and accessible to everyone (student and staff).

We should re-evaluate the role of universities/schools. VC of Cambridge said: good research, good teaching. What about good citizens? Ability to weigh right from wrong, good from bad, ability to learn, self-discriminate. Current landscape is more traditional, structured, Face-to-face, lecture/tutorials, exam oriented, grading (first class, for example). If 21st century is more than 10-20 years from now, then education should emphasise on producing people who are 'human' with solid communication skills, ability to do what is right, good/bad for all. Knowledge, facts and information will be available everywhere (digital accessible).

We should build syllabus more on ethics, morale and basic attitude to for preferable employees.

Generation gap: two-way understanding/communication.

We should contextualise the T&L to local rather than US/UK.

We could make learning different in 21st century with PSS of 21st-century mindset

Identify our weakness as an organisation/ as a University and operate efficiently as a unit. We could encourage critical thinking/ solving rather than memorising answers for exam. We could add more engagement in lectures, rather than traditional exam. Flexibility: find/ create an effective structure that co-exists with studies and activities. We could self-reflect as a university.

We could be having more contacts hours than four hours per week.

We could have more informal learning.

We should be transparent of our services (such as T&L or Moodle) to everyone (for example, Academic Staff and Professional Services)

We should be diversifying our assessments rather than sticking to our traditional methods.

We are seeing individuals less willing to commit large sums of money to anything; be that software, news publication booth. Education could follow. T&L facilities – these are pockets of excellence. But are overall set-up for activities is not suitable?

Notice and act on the fact that traditional

lectures are almost redundant and highly inefficient. The University could empower academics, schools and faculties to reduce these radically.

Start by having more human interactions with the students, instead of relying on interactions with lifeless technology. Yes, technology may be the future. However, people are still humans. People want to learn from the experiences of other people, not from the experiences of a robot! More resources (facilities) should be spent on human teaching personnel/ people/resources.

I do feel we need to be more willing to consider reasonable alternatives to assessments. This can create significant barriers for disabled students in particular.

Exams can be a test of a good memory rather than the ability to use the knowledge learnt and develop ideas. In an age where student are under stress, exam situations add to their stress levels so we need to develop other ways to see that the students we send out from the University have learn the fundamentals and have gained experience that is useful in the working environment. I hear too many comments that graduates lack the skills

to be useful in the work place and that the companies have to train the students before they are useful. The problem with group projects is that some students put the work in and others gain marks on the back of other work. A University-wide system to grade within the group could help, Come Dine With Me style. Links with businesses for practical work experience and dialect about improving our graduates' work skills for the 21st century.

The skills requirements of employers, often driven by digital advances, are changing rapidly. Need to respond to the need to equip our students to continue to develop and adapt through a career that may see them hold a much greater portfolio of roles. We also need to be more agile in our ability to respond to the needs of partners for skills by developing programmes that allow us to rapidly design and deliver training via CPD and non-traditional routes such as degree apprenticeships. We risk falling behind competitors and not offering the programmes that potential students demand.

Don't want to be seen to be "ripping off" students (particularly international) even if market forces dictate fees. I'm thinking of

year-out fees (placements) which are 50% of normal fees for internationals – nearly six times more than domestic fees for the same year out! If it feels uncomfortable for those providing the service to give out the info, it can't be right.

Learning and Teaching: aside from questionable quality decisions (marks released to students before internal moderation!), my issue relates to the structures/processes surrounding L&T. Students have to navigate a whole host of systems, none of which talk to each other: Moodle, Arc Pow, PebblePad..... etc. I am really surprised that a University of this calibre, does not have a more intuitive and friendly system.

If the University is considered as a vehicle for vocational training, then practical aspects must be included.

Do most staff really have a sense of common purpose, loyalty to the organisation, or is it that they just happen to be applying their trade/ doing their research at the Uni of Nottingham ?

Courses being fit for purpose: this is where my biggest point is directed. The simulation equipment for health

students is woefully inadequate – my last two universities have not enjoyed the financial stability we have, yet has a lot more resources. We have no high-fidelity simulation equipment whatsoever, the tools we are using were current when I started my midwifery educational career some 20 years ago. I am embarrassed at Open Days showing applicants our limited stock. Simply put, we are not competitive and this is having an impact. I know of four students at my last university who chose the university over Nottingham because of the available simulation opportunities and the warmth that the other university has. Seriously, this needs to be a priority because as I said previously, the applicants choose their career first. Personally, if I came here to be in a place which looks like we are renting rooms from the local hospital and then were shown a few dolls and pelvises and then went to Staffordshire University – which gives applicants the opportunity to play with their two birthing 'robots', take part in an operating theatre, listen to a presentation by enthusiastic and happy students while being taught by dynamic and warm lecturers – knowing that it is also easier to get into Staffs... I would choose Staffs.

Employability is likely to become even more significant. Need to consider how we ensure graduates are ready for the workplace and have the skills that employers want. Are there options for more internships, placements etc?

I am very proud of this University and rightly so, but health students are in a state of being in no-man's land with very poor resources (seriously, we are no longer competitive).

We are lagging behind at the e-learning era. We should develop UNNC online course, which will benefit student study and knowledge exchange.

One, all students should be able to "teach themselves" by the time they graduate. So more emphasis on self-learning rather than formal lectures in the final year. Two, wide variety of abilities entering our degrees, so suggest diploma-type qualifications for those less academic

Research-led teaching should/could differentiate us from our competitors.

With reference to Engineering degrees: we could consider more practical three-year courses directed towards practitioners, including part-time members

of staff with practitioner experience, vs higher-level four-year courses involving more independent and curiosity-driven learning. We should probably go for group work and assessment of the outcome of a more or less complex task (group design, lab, etc) at the end of each "term" (semester/year). The task would incorporate several elements of individual subjects. In this way, we would avoid assessment of individual subjects and the marking of endless exams and coursework. Such changes would require the 100% focus of a large group of people, for their design, implementation and management.

They would probably still require lectures and tutorials, but their focus would be to support the final objective. The focus on the grading system should diminish. Students seem to be under increasing pressure to get high grades, which would help them get a job and pay their debts. In parallel with the technical education, the Uni should be a place for them to dream, have fun and make friends, and develop as young people. Perhaps we could alleviate some of that pressure by promoting a culture of group learning and achievement instead of individual grading and competitiveness.

Attention span seems to be decreasing, so long sessions are likely to be less effective.

Lecture capture is useful, but could diminish attendance/attention in lectures. Pre-lectures with then an attached examples class seem attractive as a means of efficiency but fall down if the students don't watch the pre-lecture.

Power balance is interesting, student entitlement (paying customer) vs need to challenge and educate (maintain degree quality). Could we learn from other service businesses that use this model – payment for some form of education/training?

Research needs to be incorporated into teaching, with a view to enthusing students to continue beyond degree level.

Learning resources are going to have to be digital. What would it cost to provide course texts to students on a Kindle, perhaps?

Students seem to be highly focused on what they have to do to get marks, whereas the ethos should be in gaining knowledge and understanding. How best can these be brought together? Achieving milestones perhaps? Something more tangible than a mark.



Plagiarism software exists, but needs to be applied carefully.

In general, universities should be less concerned about metrics; metrics can be manipulated or falsely represent the reality. If universities are to use metrics, they should do so with extreme caution or backed with other evidence.

We should reclaim our leadership role as 'the world's Global University' and capitalise on our China connections by making a basic Mandarin course (and a visit to China or Malaysia) a compulsory element of all UoN degrees. Employers would know that uniquely, Nottingham graduates can reliably be expected to have the cultural awareness needed to thrive in today's global economy. This would also provide further opportunities to improve integration of international and UK students.

Academically we need to ensure we set out to teach in a truly inclusive way as many aspects of academic teaching can protect student well-being; balanced time tables, greater engagement by ensuring good constructive feedback to work submitted, setting out clear expectation in all teaching environments to promote

University values of respect and inclusivity, setting up better attendance monitoring processes. These are only a few ideas but staff providing welfare support to students, with expertise in well-being, can contribute their knowledge about what may enhance the health of our community in how teaching can be improved.

How well are we preparing our students for challenges in the 21st century? How is the industry needs changing and how this is translated back in the degree programs we are offering? If a staff have an additional five hours of free time in a week should it be used on improving Learning, Teaching and Assessment or its more beneficial to use it for research? The emphasis on teaching excellence can be made much more clearer and relative to other important tasks expected of staffs.

I sincerely believe that we (all universities) need to review what we teach and how.

General concerns: Too much PowerPoint! Too many modules that are lecture and exam. Too much coursework towards the end of modules. A lot of online resources and strategies that don't seem to be delivering the benefits that were envisaged.

Employability: we should not be educating the need generation of researchers (and certainly not in the first three years of a degree). E-learning and lecture capture do *not* mirror the world of work. In the same vein, revising from module resources should not be like watching back-to-back episodes of *Game of Thrones* boxset series 2 ... and I know students how tried to learn 12 weeks of *Spacecraft* like that.

Big challenges: "Remember nothing and Google everything!" Also, stated in the video: [Lecture Capture: Listen and Learn or List Instead](#).

Has anyone thought beyond the end-of-year marks about what can our students can actually do?

I'm quite new here but it does seem that we are preoccupied with the mechanics and bureaucracy of organising teaching. It all seems very complicated. A good dose of simplification might be a good idea?

Parity across modular teaching and assessment – regular reviews across the universities.

Greater focus on synoptic learning.

Assessment – diversity is helpful to the

student in preparation for the workplace. Group work, presentation, posters etc.

Modules – ‘fire and forget’ – modules encourage shallow learning. Synoptic exams help to combat this

Shift the assessment weighting so a greater proportion of non-exam assignments are assessed/contribute

We could do more to include non-academic components to the assessment

Psychological contact between academics and institution, where is allegiance (more often to discipline); status of teaching (vs research) – latter defines success. Valuing two activities; changing institutional priorities

We could guarantee employers that all Nottingham graduates have a set of basic skills; use of MS Office, ability to manipulate simple statistics, etc.

Explore the psychological contact academics have with UoN – some may not align to the University’s (as opposed to their research area/group/school) explore ways to redefine/reframe it.

We could be more open-minded about the way we teach and assess. We need

to train academics properly to use and develop different teaching and assessment methods – and research these – not just follow fads and gimmicks in, for example, new technologies.

Get students some work experience; lectures like bullet points, not enough; teacher only academic, no industry experience; new technology helps with low-level jobs, so when students graduate, can they start from high-level jobs.

Develop our staff community in both time and resource to move our offering forward and to match current technology and expectations.

Offer students combined vocational and academic degrees with work experience and work places also providing teaching (in a similar way to medicine). Making them employable.

How do we share good practice in teaching, learning and assessment? Breaking through the usual suspects.

More cooperation with employers is needed – students will always take an instrumental approach to learning while there is a 2:1 requirement for virtually all jobs. When you pay so much for study,

there will always be concern about job prospects

We could focus more effort on developing future global citizens for the 21st century not just future skilled workers.

We could make it explicit to students what professional competencies they are gaining: reflection; digital capabilities; coordinating with others.

We could have compulsory industry-based year out. Concerned that apprentices in workplaces are taking graduate jobs.

We could develop our degree apprenticeship offering to support our local community and nationally – good examples are starting to exist, for example, architecture part 2. Higher level apprenticeships?

More placements. The work on professional competencies is very positive in terms of preparing our students for life beyond University. Students need to engage with this and understand their own ‘purpose’ on their course. Some degrees very professionally aligned to job sector but those that are not need to facilitate a future plan opportunity with learning for their cohorts.

As large employers (currently) are reducing graduate opportunities in favour of apprenticeships, exploring the offer for degree apprenticeships, continuing professional learning etc.

We could look at creative ways to provide students with knowledge but develops skills through activity (incorporating professional competencies). External professional competencies to all courses; digital capability; effective communication; reflection; collaboration.

We could make sure that our academics understand different learning styles and new learning digital technologies.

We need to try to prepare our students for the professional world where they have to fit with a fixed way of working rather than the other way round where we react to what they want.

Helping students to develop flexibility of thought and the ability to connect and coordinate with others is key to their success in 21st century.

Lifetime learning. How do we offer education to mature people currently in work?

Employability – good career route for net; edu. Need to support liberal Arts?

Franchise opportunities with other institutions.

Bridging silos: facilitating forum where different parts/areas/departments of society can come together and solve problems. Collaboration between silos is the only way we can tackle sustainability challenges.

Engaging with industry to bring in their staff for education.

Too isolated, currently build relationships via working groups earlier.

Use University start-up business.

Collaboration with employers needed around the requirements for graduate employment to move beyond degree classification. Most students now have 2:1

Importance of alumni relations and community and experience and support does not end at graduation.

Once students leave they can still learn from the University and others as part of the alumni community. It is a lifelong relationship, not just a three-year one.

Alumni should see UoN as a source of knowledge and enrichment that remains relevant to their lives.

Greater collaboration with other universities worldwide.

Investing in the city to attract students: work in partnership with Nottingham Trent University, Nottingham City Council, etc.

Consider development opportunity and engaging with industry. Financial cycle needs to be more agile.

Franchising UoN with other global universities: two years abroad, final year with UoN in Nottingham, reduces costs for overseas students.

Links with other universities.

If we want to attract students to Nottingham we should be working much more closely with partners across the city (Nottingham City Council, Police, landlords, taxis, Nottingham Trent University) to make sure Nottingham is the best place for students to come to.

Advent of robots in the white-collar workplace (not just Blue Collar) – what things taught in HE will still be useful and what will not? Soft skills (rather than hard

skills) may be the things we should be looking at: creativity, innovation, the Arts.

Integrating sustainability, strategy and values in all lectures, courses and seminars across the board.

#### Foundation courses.

Become more specialised in what we lead on site – reduce the number of modules/ programmes, but offer less specialised courses online.

We could become more sophisticated in what we teach onsite and supplement this with less specialised courses available online like the Open University.

We could work with employers more to make curriculum relevant given the changing requirements from today's students

Structure – we should look at courses at programme level as opposed to module level.

Shorter degree courses, but affects balance of academics doing research that is as important; have more teaching associates?

T&L will be a lifelong experience with

careers changing for most over a lifetime, so a three years at 18 degree should not be viewed as the only model but more dip in, dip out qualifications on offer from our University.

Should we teach all year round rather than just 25-30 weeks? Intensify the teaching to offer better value/reduced costs.

T&L – process has little changed in 50 years. Need to be reactionary? Or pushing learning boundaries; how can we be more ready for change? Or will learning always be a social process – more effective learning; How do we find research from teaching if the future of teaching changes? If you introduce different fee levels it raises questions of class and inclusion. Fee differentiation? £9k for lecture/ social learning, £4.5k for virtual learning. A choice for people; Is virtual better for mature students as less remote? Focus on extra activities. Fits with lifestyles.

We could have fewer modules.

Could we have curriculum design expert allocated to every faculty to help with module learning outcomes and design face-to-face interactions that add value?

Provision of short courses? Similar to

what is offered to staff; Employers often ask graduates to have or demonstrate certain skills and experience and it would be great or the University to provide opportunities for students to register for seminars like these. For example, a short course on working with large sets of data (a commonly requested skill).

We could have more broad and all encouraging learning outcome that mean assessment recognises a wide range of skills or literacies and we have curriculum alignment with teaching support from libraries, careers and other non-academic teaching.

We could have overriding UoN principles for curriculum design.

Seminars only useful when students have to produce reading summaries that are part of the assessment – means students do the reading and have some thoughts to contribute in the seminars. However, students intimidated by seminars and are not prepared when they transition from school/college. We could provide some in curricular support for how to get the most out of seminars/how to speak up in seminars.

Do we need to question the viability of some of our degree courses on both UG and PGT?

We could be open to reach year-round – three semesters – flexible with more placements opportunities but could also shorten degrees where living costs are a barrier to widening participation.

T&L developments need to enable curiosity, broadening ideas, stimulating, not just giving the knowledge but how it is applied – developing skills.

We could offer more degrees with a year placement in industry.

We could help Arts degrees to more ‘real-world’ focused.

Challenge the traditional academic calendar. Take more note of school holidays and options for study weeks to free-up staff with family responsibilities. Link to flexible ways of working for staff.

Foundation degrees – expand upon. Lower tariffs.

Going more digital and thinking of robots giving lectures has its advantages and should definitely be thought of but then where is University adding value

in comparison to online courses or a YouTube channel – it is critical thinking, talking back, discussing things, engage and create ideas with different people (sit together physically) and practical and applied Science – this part should be improved. Working on real-life problems (however, practical experience of course has to be backed up by theory so students see the biggest picture) emphasis should be on practical experiences though. Dual degrees, like in Germany for example, or bringing stakeholders with their problems in and trying to solve those in University etc. PS Digital will and should be also a choice for people (especially because it is going to be cheaper).

Constantly adapt the way we teach and the tools we give our students in order to enhance the student experience especially in the adoption of technology.

Lecture capture – affects attendance? If a student is not motivated to attend lectures they are statistically more likely to fail anyway. Stronger students use lecture capture as revision aid.

How do we interact with Artificial Intelligence? What skill set will be required?

Computer lecture room. Live streams where other students are there/ Smaller number in lectures, not scared to ask questions.

We need to be better at responding to changes in the structure and delivery of T&L. At the moment, we find it very difficult to support activity which is outside the room.

As technology allows learning to take place anywhere we could add value by experience by being interactive, seminars, discussion.

Alternative neural pathways.

Digitalisation – some students want the classroom experience as well as the digital resources. Digital resources have a value but should not replace seminars. Digital and lessons/seminars should work in partnership with each other. Should be a choice of the student.

We discussed balancing new technology while still maintaining lecturer-student contact which students do value. How can we use technology as an aid rather than a replacement?

We could offer students Microsoft

certification to enhance employability.

Technology beginning to have impact. VLE, lecture capture, digital library. But, a perspective that campus life is key to student experience.

We could offer students free short courses in use of IT software to ensure they have basic IT skills needed by industry (Microsoft packages, Excel courses).

Discussions suggest UoN is behind the curve when compared to other universities with respect to digital/on demand teaching offering/part time courses/ including professional competencies as part of degree.

Adapt our information to be accessible in the ways students want and can find easily.

Teaching styles that are appropriate – so not digital just for the sake of digital.

We need to involve academics more in developing technologies – needs to become ingrained. Being able to adapt. A need to change mindsets and to manage change well – support and training. Could we learn from medical sector?

Impact of TEF; metrics driven.

We need to get good at change management. We introduce the right tech but don't know how to get people to use it.

We need students to be able to pick up new technologies (digital literacy).

We need to support academics to use technology in their teaching better, and also support students in using their own technology (bring your own device).

Allow teaching 'risk' to be taken too much reliance on NSS score and penalties for failure in innovation if new process/ method does not work.

We could do two-year degrees, three-year ones not viable now due to costs

What are we going to do about the fact that we probably will not be able to continue to fund/subsidise research activity from teaching income?

A balance between virtual teaching and practical teaching. Students should be given a choice. Fees should be based on this choice

Making more levels on degrees more expensive may discourage people from taking those subjects – such as Science, Engineering and Medicine

Digitalisation – different subjects have different requirements, some require more practical sessions, should that affect price?

Reduction of fees impact.

We could offer more cost-effective degrees to make degrees more attractive to students (competition from apprenticeships).

Correct costing for financial/commercial work. Speedier turnaround of projects.

Research is dependent on teaching: 55% of University income is teaching.

If we are a research-led institution, what does this mean in terms of teaching and assessment – do they really connect? Should they connect better: how can we be properly research-led and still survive financially.

Standardisation/coordination of LTA approach across the University. One academic board that validates all programmes. Revalidation of all programmes every four to six years, or less. Review of business cases at Uni level; Shared module content (reflective development/personal development

modules). Do we need an Academic Quality team?

We could have a way to make different departments communicate. We could update staff look-up; we could tell others what we can provide of benefit to others; we could have more communication channels; offer refreshments at meetings.

Be more like Google in our way of thinking. Make this worthwhile to staff rather than another burden.

Resources – libraries, digital resources, seminars, student discussions, webinars, lectures – should be available but all students are individual learners; it's up to them to use those that work best for them.

In the future, students will need different skill sets, data and knowledge will be readily available, creativity and interpersonal skills, etc, will become more important. These skills will need to be embedded and how we teach and assess will also need to change.

While technology is to be embraced, the face-to-face contact is still a USP of a University education and experience for a significant proportion.

Produce problem-solvers. We could think more long term (not pander to news/needs of recruiters). We have to prepare students for first jobs – not put at heart of everything we do. Have to do things they do not want to do/find difficult. We need to keep certain things because they work. Value of academic endeavours will remain. Value of the degree and the process. Our employment rates are good.

Offer more 'personalised' learning through technology and space. Students can opt in and opt out. Teaching students all-round skills, not just how to pass an exam. Total university experience. Nottingham USP? What does Nottingham stand for?

Minimum contact courses need to sell the whole university experience and what value that adds rather than doing a course online/Open University. Why are they better graduates from Nottingham than elsewhere?

Learning is a social, physically present activity and accounts for 50% of income. Invest in and celebrate this USP with the right campus faculties. At the same time, diversify the teaching base and therefore income by being far more responsive to changing career and learning patterns.

Lifelong learning, CPD, mature, two-year programmes, MOOCs, etc. Quality remains the same high standard – just diversify the teaching mechanisms. Make 'research informed' teaching mean just that. If our reputation is built on research and academic stars, pitch them and their research into the teaching – walk the talk; As with other students – introduce the platinum teaching experience on campus and the budget option off campus.

Give students a reason to be here (and not study online).

Maintain best of old but embrace new.

Balance.

Less about job prediction factors – it has shifted this way since, but it can never be guaranteed. Shift towards introducing idea of a more holistic three years; what you study is not necessarily what you will go into.

Ensure that the University gives students the wide kind of education that sets them up to be knowledgeable and responsible global citizens.

Maximise the fantastic facilities at our global campuses to enhance students

learning experience and employability. This helps us to compete with international universities in the 21st century.

Look to what is currently working, why we rank well with employers, celebrate success and make people proud to teach at Nottingham.

Identify an identity – “research-led” specialist institution rather than mass markets.

Address society’s needs and educate to address this. Futureproof.

Have a clear T&L strategy – currently lacking.

It depends what we mean by ‘fit’.

What type of university do we want to be? Comprehensive. Niche. Mass-market. Mixed method (online and face-to-face). One brand or more premier brand – UoN; budget brand?

Cost-effective to students. Learned demand by employers. Elitist = value of universities being challenged. Distorted view of universities vs China, India. Rise of Asian universities in league tables. Compete globally. Transactoral/marketisation

Maximise our global campuses’ opportunities to enhance students’ learning and experience.

Research-led teaching (MIT model industry placement, collective problem-solving approach). We could look at what success look like (community enterprise; Stamford experience). How we think and measure success; think Bill Gates/Steve Jobs?

Create an environment with incentives for academics to engage with pedagogy (and tech. in experimenting with pedagogy). Not book vouchers but guarantee career outcomes!

Focus on the wider aspects, for example, growing up, being part of a community, enjoying being at uni.

Design courses for part-time students, mature students who want a change of career or refresher not necessarily a whole degree and CPD. Skills are evolving at a fast pace, we should address this demand in an affordable way to mature and part time students. Getting senior colleagues on board with ‘change’. The Uni is terrible at implementing and making change. Supporting/teaching people, for example, lecturers, to use new technology to deliver

online lectures. Providing time and training to learn new technology. Get rid of the hierarchy. Teaching is as important (if not more because of income) than research. Needs to be valued. Academics only care about their research and not the Uni.

When are we going to really bottom out the size and shape discussion?

Teaching a shift to industry. International experience: outbound mobility, year after degree – government could fund?

Employ more T&L staff rather than relying on the majority of R&T to undertake T&L. Would need proper recognition of this community

UoN needs to decide whether it wants to expand and be more civic in nature, or be elitist and research-led and reduce numbers.

Size and shape? Are we a curriculum HEI or a specialist? (reduce scale); what do we want to be?

Renegotiating social contact between lecturers/academic and University.

Retention – not of students but student retention of what they have learnt. How many graduates retain what they have so



painfully learnt over the years?

Is the idea of the well-read school still of any interest to students?

Scientists who can quote Shakespeare, historians who know the Second Law of Thermodynamics?

We could condense degree periods. My daughter is in her third year and is only in University two days a week. This does not seem good value for money (still costs £9k).

‘Employability’ – is obviously very important BUT should identify what is employability in short term (and short term only) and what is employability in the longer terms (typically a working life). Bear in mind that statistics about what fraction of jobs today’s students will be doing that do not yet exist. Employability skills are, therefore, generic and perhaps the skills that have been taught for decades.

There is some evidence that education can combat the effects of dementia – education is worthwhile for this alone!

We could offer a lot more in term time and out of it to justify fees – careers information, placements, interpersonal skills, a broader curriculum.

Constant adoption is always required each year to ensure we offer relevant and worthwhile education to justify cost.

Keeping up to date with our teaching staff including industry experience individuals to the University experience. To offer variety in knowledge and teaching methods for what is required today!

Marketing correctly to the end customer. Understanding the customer.

The nature of the value of our teaching product has changed over the last 30 years from an aspirational (5% of population) to a right (45%).

Students’ expectations are ahead of what we offer. We need to consider what job roles will require in the future.

Dual degree like in Germany; work alongside study. Students get experience as well as study, do not come out ‘oven ready’. Employers get well-trained employees, students get a degree with less debt.

Could revisit seminar model. How are we preparing school-leavers to engage with academic expert and coping with students doing lack of prep?

Not just academic – more holistic – it is OK to not just fall into an ideal job in life, but it takes work.

We could encourage more autonomous learning in our students to encourage future ability to learn new skills and adapt.

Make degree courses more responsive to student needs (we need to recognise that we are competing with other providers/ routes).

We need to do more to see international experience as an essential component of University experience and find this as a public good, as the Chinese do, rather than marketing it.

Consider the value of degrees and market why £9k a year is worth the investment.

Put back more importance on the ‘University experience of life’ in addition to the academic studies.

We have to find ways for students to leave the University being able to think independently.

We need to look at PGT CPD part-time for professionals. We seem very fixed on full-time attendance in many areas but block release could enable more access.

The challenge of not spoon-feeding (but that may be what students want) against developing students' independent thoughts and enquiry.

We need to make sure we are attractive to international students. Focus on CDP, mature students. Flexible/shorter courses to appeal to those that want a career change.

Rebalance the students' wants (we paid for this argument) with educating them in soft skills and other areas where they could fail.

Preparing students for the 21st century. innovate in T&L where it adds value – do not evolve only/primarily through student feedback – they will need to accept and engage with structures in the workplace.

We should not assume that international (such as Chinese) students will choose Nottingham – geopolitical 'push' weakening – place great emphasis on getting the international student voice – requires greater effort.

Need to think about needs of students: part-time teaching; block teaching; evening teaching.

Do our customers really want research-led teaching? Does it have any currency with the average 17-year-old?

We could highlight more the added value of one-to-one interactions between students and academics.

How to do good LTA: protect the time; provide the environment (physical, social, intellectual, technological and resourceful); stimulate curiosity; provide ideas and information; develop a habit of good dialogue; reflect and evaluate; test (informatively and summatively).

We could put more effort into identifying and promulgating teaching activities that promote student engagement in seminar and other teaching sessions.

Could we flip the learning model so that students do reading after seminars? Have academic/provocative conversation first, then follow-up reading.

We should incentivise/give academics time and space to engage with an academic learning forum/community around best teaching practice. Only the keen currently engage. Insufficient time for them to do this.

We could do more to make seminar participation accessible to students; Support about how to engage. Set of ground rules/expectations need support. Compulsory part of course to submit reading summaries before the seminar – structure built in. Requirement to participate actively. We could make seminars start with provocation a bit like we are doing now. Interactive lectures.

Face-to-face T&L encounters need to add value to give reason to be there.

Technology is not always the best way to teach; can it stimulate the student and make them think outside of the box?

We could update module approval forms to include details about assessment, T&L with the expectation they are based on interactivity, preparation and discussion. Develop overriding principles around curriculum design. Evidence-based.

We could ensure we fit in the 21st century by offering a mixture of classroom learning and virtual. That way, the University appeals to a wider volume of people with different experiences, preferences and ability.

Lecture capture; work out a method to

share creative approaches to lecture capture so it seems less daunting to academics. I had a lecturer who wrote 'little extras' on the board for people who turned up; Only uploaded to Moodle a week before exams. Deleted the uploads after the exam. It worked great!

Create a culture where new teaching/ learning methods are encouraged and staff are empowered to do things differently.

Provide teaching opportunities to meet all learning styles; lectures, online learning – not replacing options but providing alternatives/flexibility.

Clearly explain the rationale when we are stretching staff or students, and make sure we are stretching them in ways that help them grow.

We need to be able to move quickly to test the market against online competitors, who can innovate quickly. This requires a faster feedback loop than we currently have (one year); Parallel safe to fail innovations.

Could we teach all year long with multiple intakes to allow for flexibility?

Need to be dynamic in teaching methods;

higher degree apprenticeships as example.

Greater flexibility to respond to market conditions.

Is the 50-minute lecture dead? Efficient to deliver but should we re-think?

Move towards online electronic assessment to reduce the overheads of marketing on our academic staff.

Take inspiration from schools in terms of feedback and assessment, that is, greater emphasis on informative staff.

Assessment is key; we need to have a major governed project to standardise the quality of feedback throughout the Uni – join the dots.

Assessments not always reflective of ability; exam nerves, dyslexia impacting essay writing, etc. Could we become more person-centric/student-centric for their assessment?

Assessment needs to be completely re-imagined and made integral to the learning process, not an addition to it. Current systems of lectures and exams is out of date.

Incorporate real-world experiences in

assessment: internships, placements, projects, etc. Why limit to exams and dissertations? What about applied learning? We are not equipped currently and it's an opportunity missed!

Are exams right for everyone and is there a model for flexible assessment? Set times – when are you ready, anxiety of exams, are we creating people with photographic memory rather than common sense.

We could assess students when they are ready, not when we decide to schedule exams.

We could ditch examinations in current style of driving test. Theory and practical.

Let's make our courses innovative in terms of assessment options. Options being choice of assessment, type, flexibility in times.

We should personalise assessments and pathways through learning materials.

Have less assessed coursework to prevent plagiarism and we should set questions which require more novel thinking in an exam environment.

For a better fit, listen without contempt to employers for their key skills wants.

Link these with student wants to maximise employability.

Link R&T in promotion criteria.

Ongoing training/learning: offering more experiences such as practical elements or job learning; internships/work experience at Uni and external; more of Nottingham Advantage Award; widening community; More practical options than theory.

Higher level apprenticeships; link working world and education; dissemination learning; application theory to practice; block = definition of “full-time” student and access to support (finance/services).

Use apprenticeships better to support delivery a breadth of roles.

Produce engaged members of society who can change the world.

Not just about lectures and teaching – links to industry and work experience. Embedding work experience into learning.

Do we think employers like Nottingham graduates because of what happened here? Or because of where they came from before, their socio-economic groups and their parents’ networks?

We need to understand portfolio careers more and adapt courses to allow this, and promote the idea of lifelong learning to support the next career move.

Preparing society’s young people for their future by training them to be researchers is ridiculous.

Apprenticeship is becoming a lot more important than just teaching and experiencing what is happening in practice should be encouraged during the teaching/learning years.

Graduates, especially Arts, aren’t leaving with a strong set of professional skills, for example, basic project management. Some practical vocational skills linked to subject included in syllabus should be standard, for example, archaeology department, guest lectures from local consultancy to teach how to draft standard reports for the ‘trade’.

Have students spend at least a semester abroad to learn how to see life from another view. Academics should undergo educational psychology and pedagogy to allow T&L to evolve and understand learning styles.

We could offer a ‘gap’ year where students

can try different things. How can everyone at 18 know what they want to do?

More year-long placements across all courses (compulsory!). Internships rather than dissertations.

We need to show practical applications for degrees; alumni guest lecturers.

Project management skills as an essential – delivered while at university.

Apprentice degrees operate in a professional environment (not September to May). This can be applied more broadly.

Offer qualifications to be a ‘work citizen’. To help students transfer into the workforce effectively.

Capitalise on the opportunity of Degree Apprenticeships by making the student experience for that cohort as embracing, holistic and just as much a part of the University community as any other students.

Lots more investment in placements so part of T&L is practical experience – either local companies/overseas for international students. This improves employability and business links/relations.

Accept credits from other universities to offer top-up degrees.

Work with companies/organisations to enable school leaders to join the organisation and get a degree with us without being saddled with debt; an extension of the apprenticeship model.

Explore opportunities for CPD/flexible models and structures of degrees.

Encourage more collaboration with industry; Rolls Royce, etc.

Create digital apprenticeships and build industry relationships to build a supply of in demand skills: data science, analytics, software, robotics, etc.

We could use the expertise of alumni to bring real-world applications to courses; guest lectures; judging projects; advising on the curriculum.

Rather than focusing on just our own staff teaching students, is there an opportunity to get teachers in from industry to teach – much more than currently?

Collaborate on joint degree programme between UoN and Trent? Or wider, across Birmingham, as part of our partnership.

Collaborate with other HEIs, work to strengths – collaborate on degrees with other universities. Why not do a joint degree with another UK HEI? Do a year at Nottingham, next year at Manchester, next year at Frankfurt. One degree from different universities.

Consider how we integrate our constituent groups to bring a wider benefit: how do we bring UG, PGT, PGR, and alumni to work together in different ways?

Talk to industry; what are they looking for?

Vertical networking; opportunity to mix and network for students/teachers/staff.

More cross-university group work for students.

More opportunities for students to engage with industry and provide them with some skills and understanding of the workplace.

Offer 'micro-degrees' that are termed to employer key skills and make these short, sweet, and use tech to deliver a personal experience.

Give people/students more choice about where/when they study and how long it takes – fast-track or broken up, years off.

Give students more choice about what they study once at Uni, for example, a year of trying different things before specialising so they end up with the degree/training experience they want.

Provide more options and flexibility; part-time; flexible; more full-time, shorter times; higher apprenticeships.

Aim some courses at different learners – older, mature, throughout their career – lifelong learning.

Offer two-year telescoped degrees (no summer break) plus part-time and existing three or four-year degrees.

Personalised; three-year degree; apprenticeships; modules one at a time; online; at my own pace; different business models; ages – delivery methods

Make high-level decisions about what kind of student will be produced with programme level course design.

We could include some modules that are not degree-specific as part of each programme. These modules would be specific work skills/life skills/learning skills. So graduates can cope with change and different majors.

More flexibility in degrees, for example, can do one/two-year compressed degree or longer than three years (5,6,7) while working/travelling – industry links and studying online, etc.

Expansion of distance-learning model. So lectures delivered online but meeting other students for two-week placement/seminars.

We should offer a greater variety/length of degree.

Make it possible for our students to pick and choose from a variety of different learning techniques/methods. On campus/online/global/collaborative, etc.

We could look at different models of delivering qualifications, such as part-time, compressed, modular degrees.

Give incentives for academics to change their curriculum and be inventive.

We need to allow portfolio careers – give people the chance to learn PT whilst working, with kids.

We could reform our curriculum structures to ensure soft skills, employability/professional competencies are properly recognised and accredited.

Two-intake year: we should extend principle to intake January for example, to backfill dropouts.

We should offer evening classes to ageing demographic (over-60s), for example, drama, art.

We need to reduce the number of courses.

Flexible start dates, deal with some space issues with more online (flipped) learning.

Flexible course offerings for lifelong learning; evening courses, distance learning.

Flexible course offerings. UoN should adapt to new markets, make use of digital learning. Attract wider range of learners.

We could flex learning; evening classes; SPD.

We could offer more evening classes.

We could offer condensed courses; reduce living costs for students.

We could do shorter degrees.

We could do full-year study!

Introduce greater flexibility in how a student achieves a degree – do a degree

in two years/six years/part-time/while working/short fat modules.

Consider becoming a University that focuses on a smaller number of subject areas and drives excellence, reputation. Also facilitating more funding to focus on a wider offering.

Introduce more employability, personal development, reflection into the syllabus. For example, mandatory/recognise its importance; create students more ready for work.

Offer degrees more flexibly. Teach all year round (two-year degrees); More flexibility to accelerate or slow down progress.

Increase flexibility in when to learn. To include shorter degree courses; degree courses over more years, part-time.

Use horizon-scanning to motivate change in curriculum and structure.

We could run two cohorts every year. teach more intensely but with time for earning money, work experience, travel.

Deliver 'live' online lectures with interactive discussion online. Could link using smaller spaces for lectures so only those students who are interested in being

in the room are there – better experience for the lecturer and less distraction for the students. Others could live stream from local learning areas/home.

Provide all students with an electronic device and the cost should be covered by their fees. They should have an option of purchase at the end of their course.

Create a fourth digital campus.

Equip students and staff with the digital skills necessary to succeed in future (already available and starting to happen).

Create a cloud campus; adult education, same teaching on degrees but can choose online or physical campus?

Offer electric devices (with all degrees on already) to all students that they could buy at the end of their course.

Enhance digital and personal; deliver lectures virtually, focus academic time solely on the added value – one-to-one, small groups, discussion, provocation, career development, practitioner stuff.

Embrace technology. Shorter degrees – lose lectures. Go online and do more face-to-face and teach more 'life skills/workplace skills'.

Capture (exciting/basic) research projects/experiments in situ (for example, in the field, in labs, facilities, etc) on video and host on a student community website that will add value to their learning experience (per subject area/department).

Provide an app/web space to promote opportunities such as intercampus mobility, awards, conference funding, etc, in a community forum/blog that will enhance the learning/student experience.

Offer online resources for courses (text books online) to enable students to access information from any location.

Flexibility in learning so students can take digital learning to build within a wider degree structure. Why can't a student take a course online somewhere else and build it into the degree?

Consider digital/tech as additional to current provision not instead of.

Balance technology and people – flipped classroom.

Need to harness UoN owned software/programmes to embrace new learning methods. Turning point replacements; Kahoot.it; other?

Can teaching become easier by not being entirely linked to technology? Not all academics are able to understand the latest technology.

Make it possible for our students to access the world's best academics, no matter where in the world they are.

Revisit/reverse marketisation of HE.

Create time to educate staff on different platforms and different soft skills that can improve the student experience.

Tech needs to be as good as students are accustomed to elsewhere. Moodle?! I can only imagine how some students perceive that!

Is there any need to focus on the IT skills of teaching academics? The T&L building is great but wow, the surface hub is very complex – are we investing enough time and effort in helping the less IT-literate academics to use the new technology which could potentially transform learning?

Distance learning! We should have a University standard to offer a high-quality experience for a range of students.

The hour lecture-captures with poor

audio are not the quality we should settle for. Video content should be sharp, professional; it could be used as content for marketing/open content to raise UoN profile.

Ensure lectures are captured via video to watched/re-watched online – delivered by academics per subject area.

Good tech is a sign of 'value for money'. HOLOGRAMS! Microphones that you can throw!

Shall we ask students to come and tell us about technology? Get the students in the mix!

Create opportunities for staff to learn latest tech – Twitter, WhatsApp; use students (they know this stuff).

We could teach more about AI and the \* for who we lead

Putting half the University's resources into research when research generates only 20% of its income is crackers.

Why can we not have a 'pay as you learn' education path? Pay per lecture; pay per course; pay per online lecture view, etc.

Free our academics from 'drudge-work'

so they can concentrate on value – more contact time or smaller seminars.

We need a war on red tape, more 'lean' progress to allow us to change and adapt to maximise opportunities.

Change our spaces to change our thinking on T&L.

Tech-interactivity; using tech but WiFi is rubbish, as is phone signal, so limits options for quizzes, etc.

We could evolve and stop being scared of change and challenge. Let's make the changes to role profiles so our teaching can be more innovative – let's challenge and change.

Create more learning spaces, not traditional classrooms.

Invest in the flexibility (more rooms, better timetabling, or \*) and enable us to offer teaching in new ways and not to be constrained by practical stuff, that is, accept inefficiency in order to promote innovation.

Design our learning spaces to meet modern ways of learning – that promotes discussion, collaboration and critical thinking. Move away from inflexible

spaces – create spaces which are flexible and work for different disciplines.

The infrastructure has to work for a seamless experience.

Design our campus to appeal to a wider demographic – for example, older/retired population. A campus that isn't just geared up to 18 to 21-year-old students, which might put them off.

We could influence policy-makers to define the expectation of a university? In order to do this we need to be clear about what it is that we provide.

Make inspiration of students our L&T purpose/mission. The research might be part of it but it's not enough on its own to secure our future

Institutions that are not distracted with research are going to wipe the floor with us in terms of cutting-edge T&L.

We should enable people to get a UoN degree wherever they are in the world.

We should be shaping our future citizens, not just educating them. This means civic and social responsibilities, caring about communities, sharing knowledge and skills (so students sharing IT skills with local



businesses). Could we have a formally accredited 'citizenship' development programme – students gain citizenship credits for volunteering/mentoring/participating in community activities, etc. Could be sponsored by local businesses.

We could on enrolment welcome students to a network that includes 280,000 alumni as well as 30,000 fellow students who are here to help them succeed. This network could become a defining part the Nottingham experience, like the Nottingham Advantage Award.

There is a difference between training and deep approaches to learning, but we do need to prepare students to be independent and critical thinkers in preparation for the workplace. This takes time.

Let's make the phrase 'we've always done it that way' illegal!

We can't rely on Russell Group in the future.

We should redefine the concept of 'value' in relation to a degree. How can we transcribe the value of wider extracurricular activity.

So focused on TEF, KEF, REF, for example, and the measures (NSS, etc.), it makes us conservative in approach. So here is an issue with wider HE environment/culture.

Celebrate our success more often and more loudly.

Encourage our inspirational academics/teachers who attract creative students. Teachers who are also academics and researchers.

Review the thread of school recruitment policy.

We could get rid of job families and allow the whole school community to support student development.

Have higher expectations of R&T staff and performance-manage them when they don't meet it!

Need more marketing trained people who can explain the value of our research in a way that they will understand – not tying up in complex academic language

We could re-work the role profiles of academic staff in order to recruit new types of teacher-facilitators.

Create a role for all the 21st-century HE professionals, and enable more staff to formally contribute to the credits earned by students.

Does all accredited content have to be delivered by academic staff or can teaching/accredited placement be extended to admin/other professional staff and/or in a fourth term?

The priority of many staff is not teaching.

Academics are rigid and often don't want to change; we could be a lot more flexible.

Could recruit newly graduated students to work with heads of schools – fresh ideas – connect with younger generation.

We need a diversity of teaching materials. Less focus on white men from 50 years ago.

Need to support learning, in whatever way students need to support them, to a quality-assured level. Equip them with skills needed for the rest of their life

Encourage more take-up of Cascade grants to give students transformative experiences.

Reduce casualisation of teaching roles.

We could recognise that people will want and need to learn throughout their 40 years of work and deliver this in flexible ways. Mix of evening/block attendance/online learning. Pop-up campuses throughout the world.

Offer a lifelong skills development and maintenance service rather than three years of degree and 40 years of work. Learning would be delivered throughout your life and you would have to do CPD to maintain your 'qualification' as you do to maintain chartered status for accountancy or marketing.

We should be more flexible about how students learn and who does that – we have an amazing alumni community who are experts and can give so much to students within curriculum.

We should be okay with the fact that students feel they need degree and NAA and volunteering and societies. Pull them together, all in a degree.

We could invest in lifelong learning, end the 9-5 stranglehold, focus on portfolio careers, preparing for the unknown jobs. Lifelong learning for staff as well as students.

Open up Moodle and Nottingham Advantage Award content to alumni.

We should reduce barriers to lifelong learning.

Keep the conversations – very important at experience and learning. Make sure we market well 'what you get for your fees' over and above the contract lecture time, focused on interactions and practical experience.

Think about how much 'stress' pressure our assessment techniques impose on (mainly) young people who are already a demographic with lower than average mental health wellbeing. How do we move towards more practical tests that will be useful in the world?

Look at transitioning 'in' and transitioning 'out' of University more closely to set expectations realistically and provide ongoing opportunity or support.

Why would we drop everything that students like, for example, graduation gowns?

Focus on the environment we offer to UGs; what they do with it/make of it is their decision.

Come to get degree to get 2:1 – students have to work it – student expectation; Need to be more flexible.

We could invite opinions from youngsters (primary age) to tell us what they would want from a university in the future.

Versatile and evolving – to accommodate people's lifestyles and future aspirations

We could ensure that we think about all our students and don't focus just on the typical UG three-year model.

The primary issues, I think, with the commercialisation of education is that it breeds a sense entitlement amongst students; they feel that we 'owe' them their education and that we provide them with a neat 'value-added' package to take away and that it's our short fall if they leave ill-equipped for what's ahead of them. The emphasis moving forward should move away from this increasing 'customer-focused' rhetoric.

More flexibility for people – career/around children – evening/weekend/summer courses. Use buildings/campuses/estates all year round.

Need to ensure academic time is spent

making a difference and being creative, not being mundane.

Engage much better with mid to late career degrees or diplomas. Huge market that is currently not engaged.

Our 'service offer' is 120 years old. We don't cater for mid-career people who want a degree/education? Summer schools, evening classes, etc?

Challenge ourselves on what the T&L model really is currently and what it could be. We'd need to do some focus groups with our UGs, A level students, etc.

The traditional model of lecturing is resource intensive: heating, lighting, space. If 50% of students turn up, there should only be 50% of space.

Student satisfaction is overrated. It drives down standards as we make courses easier and introduce changes to increase the number of firsts. We should shout out that we prioritise quality and standards and enable students to derive their satisfaction from experiencing a challenging education that is of value to employers.

Teaching as an 'industrial activity', that is, technology-led has a risk of devaluing the

one-to-one teacher/student exchange. Lectures don't just deliver/broadcast and students don't just receive; the process of learning is two-way.

We should do more to attract non traditional learners – for one year, for three years. Flexible student body and offering.

Reverse mentoring, get students showing us things to help us improve the service we deliver.

In a world of YouTube, etc, is the USP of a university that it is face-to-face. Is it a risk to assume that everything is better if its online? Tech is of little use without the people who create the knowledge that is being disseminated.

Ask our 'customers' what they want.

The lecture/one-way learning is less valued by students than seminars/small-group contact. Lecturing well is an art form which is dependent on many skills and lots of experience; Could look at webinars being a more valued part of the Uni culture; investment in practical skills and on-the-job learning.

Allow students to work from an

interdisciplinary and/or problem-solving perspective.

T&L is turning to an on-demand/Argos model. To offer value against this we should not race to the bottom but use 'on-demand' to give quick access and to free up our teachers to meet/talk directly with students.

Can't leave all of our decision-making on assumptions of structures and requirements of UG students.

Could we broadcast lectures (with Q&A) and sell 'these guests' to other universities? Now we push our brand and maximise the time from our experts.

Consider what we teach, how we teach and how we support it so all staff are doing what they do best.

Change learning expectations to 'watch the lecture' then come together to discuss the lecture (which could be part of the assessment including group challenges using tools such as Kahoot-it).

Offer more 'degree-level' courses that are not degrees, for example, modules or professional qualifications. We are not using the resources we have in terms of

facilities and staff to explore the wider options of learning new things.

Offer two-year degrees – we should challenge the conventional barriers and objections. We should be leading with new degree structures not afraid to leave the old behind.

Keep the interaction between student and lecturer to encourage learning.

Offer a lifelong learning offer/courses/professional courses.

Take two academic intakes per year?

Offer accelerated degree programmes; two years and not three?

Ensure courses are fit for purpose; look at professional accreditation where relevant.

Organise working groups/cohorts in learning spaces (with digital screens/white boards) to bounce ideas/share intelligence with a facilitator – research academic/technician, etc.

Idea of two-year degrees; impact on research; summer dissertation. Other models? Flexible, five years, a year out, etc. Break rank; cloud/digital campus.

Flexible timing of degrees, such as North American model; a degree could take two or five years

Create opportunities to develop techniques and technologies (flipped lecturing?).

Bring back continuing/adult education for alumni/grads and also the public.

Variety delivery models: face-to-face groups over digital media across the world; online learning; bite-sized modules (fit for YouTube generation); cross-country working; no set time degrees – build up over time – broad choice modules; Collaborative working (O365), etc.

Continue innovating and challenging ourselves so we deliver the best teaching programme.

Can we look again at what 'learning' is and why it happens at university? Why do all students have to take one route towards the same degree outcome? Are 'pathways' the way forward?

Flip the learning by mechanising lecture content and freeing up time for academic debate.

Don't make lecture-capture compulsory

– risk of making content bland/analogue/devoid of controversial examples.

Give students choice, but must be quality-assured choice.

Tap into expert culture of the sector to drive quality.

Shift from Knowledge Transfer to person-centred development.

Educate our academics more effectively and widely on pedagogy.

Need to allow a lot more choice of format. This would require a lot more flexibility and agility to offer this level of choice.

What we need to give students: core skills; critical thinking – not knowledge transmission. Flipped classroom/spaces.

Give the support to try to change/reshape educational methods. Empower people to try something new.

Adopt some modern teaching practices to produce better students. Or get left in the dust.

Take a course and radically restructure it around the learning outcome objectives. Provide the expertise to support, for

example, technology. Take risks and learn from this to iterate to develop for the next version.

Academics from one school could go and experience how a completely different course is being taught. Even if they are of a completely different nature.

Engage students in as many different types of learning as possible, so instead of 90% your learning to happen from lectures make that less and increase other kinds of learning. For example, assignments or assessments can be in the form of a wide project or a community project or a reflection exercise or an experiment, etc. Not just exams.

There is absolutely no good reason why we should be delivering lectures in the 21st century. Blended learning means a high cultural shift in the University.

21st-century pedagogy is not 10 lectures and some badly facilitated seminars and an exam. Blended learning, social constructivism and spaces that support that will be critical.

Blended learning: lectures; learning spaces; mixed methods.

Deliver 'lectures' as a pre-lesson requisite (video?). Then have engaged, interactive learning with tech/teaching on site, add in class value.

Less lectures and more collaborative work/projects/placements and experiences.

How do we adapt T&L through apps? This is what people/young people are used to now.

There is good plans to do with outreach and new ways of teaching. How do we pass that on to academics?

We should be more flexible around our offering to encourage different applicants; evening courses, etc.

We should look to change perceptions of education from transactional to a partnership.

We could open the cage of 'traditional' approaches to curriculum and pedagogies, encouraging academics to embrace more problem and project-based learning to also equip students with the skills for the rest of their lives, work and beyond.

Incentivise the development of new/ different practice through funding and

time. (I can't bring myself to use the term 'innovation'.)

We need to be okay to evolve the way we teach.

We could diversify the models we use to offer education – rethink the % of UG/ PG/PT/FT/apprenticeships/online/study abroad/placements, etc.

We could look at embracing education/ work/experience as a package as opposed to independent of each other.

We could focus on the journey as opposed to the process. This avoids the process holding the power as opposed to the journey/destination.

We've been talking about the 'sage on the stage' model being perhaps outdated for years. Let's see some change, boldness, and let people experiment!

We could make learning experiences more similar to those in the workplace.

We could be more open and inclusive: curriculum; support; teaching models; word-leading. Not Euro-centric.

Have mixed learning opportunities: online; blog; modular; joint with Trent.

Have modular options for learning.

Make learning fun!

Flexible learning, student for shorter or longer.

Test innovative ideas for T&L and not be afraid to fail.

Choice for learning; how, what, where?

We could 'module' our education packages for students? Similar to pay as you go; Economics = UoN; Law = Oxford; Geography = Derby; Partnerships; modular education.

We should offer modular accredited programmes with industry-designed modules: affordable, bite-sized, work place direct relevance.

We could speed up on new initiatives! (apprenticeships, digital, general change)

We need structures and processes to allow/support innovation. Too many processes and structures prevent this, for example, financial model or timetabling, etc.)

We should offer opportunities for students to engage with the world outside

the University; for example, work on interdisciplinary teams with staff to solve problems or challenges faced by the community/society.

How do we reset expectations in a new HE provision?

We should move to a 12-month University.

Transferable skills should be emphasised to students.

Embed more practical and project-based teaching content to ensure students are engaged with the practical world.

Combine academic content with extra-curricular engagement to develop students' transferable skills.

Establish a community by engaging with students/alumni/parents regularly.

More communication with other organisations off-campus.

The world is changing rapidly and knowledge is becoming outdated more quickly. We need to put more focus on how to learn rather than what to learn.

More engagement with other departments and students cross-facilities

We should give better training for teachers on how to use technology to inspire students' learning.

Build students' social skills and resilience through activities such as short courses and summer schools.

Develop students' critical thinking and analytical skills in an information age.

Embed more technology in T&L including lectures and assessment.

Use technology to extend contact time with students.

Use social media to engage with students.

Use online technology to share international campus T&L resources.

Develop more MOOCs, short courses and summer schools to develop students' transferable skills, social skills and resilience.

Better leverage the benefits of global university by using technology to share resources such as online lectures and courses.

We should use online courses to support Chinese students' learning in particular.

### Enable technology-inspired teaching.

Use technology to extend contact hours with students before and after the classroom.

Use online teaching to share international campus resources.

Provide alumni with access to digital library resources.

Encourage different styles and approaches of teaching rather than following the same pattern.

People don't really know what they want to do in the future. Liberal Arts education to enable students to benefit from a range of things that is being taught at UNNC or UoN.

We should better communicate the value of UNNC to students, parents and alumni.

Focus on the quality rather than the scale.

Although we always say we put students at the heart of things we do, we should make a balance between students' perspectives and teachers' perspectives on what is good for students.

T&L innovation needs to be evidence-

based through enhancing the role of educational research.

It is important to leverage the development and strong disciplines in the UoN UK to focus on the quality of education at UNNC.

Teaching content should involve more disciplines.

We can look at the class-size issue more constructively in the future by having flip lessons and online lectures. Students won't necessarily need to come to the classrooms for certain areas of study.

Have more online lessons and exams and make a balance with face-to-face interactions.

Give more freedom for students to choose the courses they like.

Encourage students have more outside campus activities (trip visit).

Have more access to the research in teaching to improve teaching practices.

Students should be encouraged to see more of the world and have wider views. They can then give us their feedback and inform our T&L environment.

Have more project-based and practical elements in classrooms. Students need to be engaged with the practical world.

More agile in approval process for opening and adjusting programmes to reflect changing needs.

Better use SET results to improve our teaching practices. Better use SET to identify what support staff is needed for improving their teaching.

We should better embed technology in our teaching, learning and assessment processes to enable more effective and flexible engagements between students and staff (such as extended contact hours, online learning support, online lectures and online assessment).

We should better leverage the benefits of global university by using technology to share T&L resources (such as online courses/lectures) among three campuses.

More support for thinking about individual teaching.

Alongside our commitment to put students at the heart of everything we do, we should make a good balance between the students' perspectives and teachers'

perspectives on what is good for students.

We should give better training for teachers on how to use technology to inspire students' learning.

In a fast-changing world where knowledge is becoming outdated more quickly, we should put more emphasis on how to learn rather than what to learn.

Encourage more multi-disciplinary/liberal arts education to benefit students for accessing a range of learning subjects and prepare them for wider choices of career fields.

We should emphasise the development of students' critical thinking and analytical skills in this era of information explosion.

Enhance the role of education research in supporting evidence-based T&L innovation.

Encourage more class activities and group discussions.

Leverage the development and strong disciplines in the UoN UK to focus on the quality of education at UNNC.

We should train students' transferable skills, social skills and resilience through

a well-balanced programme of academic offerings and extra-curricular activities.

Embed more practical and project-based teaching content to ensure students are engaged with the practical world.

Encourage access to different styles of teaching rather than following the same pattern.

We need to be more agile in processes for adjusting our programmes and opening new programmes reflecting the needs of the new era/context.

We should better use our teaching evaluation mechanisms (SET) to drive changes and improvements in our teaching practices.



# Research and Knowledge Exchange

We could consider not just whole career as T&L focus vs research, but allow for a mix over time. This is the reality for many colleagues.

We could consider the ways to value teaching-focused colleagues (how to rescue the “research-focused” staff who only produce research because they “have to”. But they cling to the research semester to “recover” from teaching. So are reluctant to consider greater teaching-focus.

We could maximise the opportunities of doctoral training partnerships in catalysing regional collaboration beyond our own University.

We could share research as interesting discoveries regardless of instrumental benefits or “impact”. We could concern ourselves less with measurability.

Much research which contributes to public benefit cannot be easily evidenced.

Problem of impact and metrics (some things can't be measured). Students like being taught by ‘expertise’. We need to anticipate what we mean by research-led teaching in a more imaginative way.

We should agree with the sector to stop doing REF; it does not add value anymore and it distorts.

We should allow space free from metrics for Humanities research to develop, with the understanding that benefits do accrue over time. We should move away from metrics (Humanities and Sciences), due to increasing understanding that they are of dubious value. Without research, we are nothing more than a glorified finishing school.

We could abandon REF because it tells us nothing about the quality or value of research.

Research funding broader, public outlets has been a positive development – even if occasionally subject to State control.

We could charge as a University for access to research outputs that have not been grant-funded.

We could give staff time and space to do research.

We could employ more administrators and reduce the admin burden on academic staff to enable them to research and teach more effectively.

We should build a compelling case for the value of Arts and Humanities research (not just instrumental but intrinsic).

Is research now essential to what university is or should be? (It hasn't always been thus.)

It's telling that there is no question on how teaching is rewarded, if we want to value it then it needs to be rewarded and recognised, actually in promotion, but also in the language we use – research is already rewarded. I will add that research-led teaching really matters to academics – lots of colleagues have made it clear that they feel strongly about this.

We could integrate outreach and public engagement into workloads.

Relationship and balance between teaching and research – reconfiguration as “scholarship”. Academics cannot effectively meet KPIs in teaching, research AND administration. Rethinking what the academic is. Student fees are 90% of our income, and therefore supporting our research activities – so how can we justify using student fees in this way – more explicit emphasis in research-led teaching. Articulating the broader social and

intellectual significance of our research and its use to society. Work towards an emphasis on the most successful researchers focusing on research.

Academics can't do 1) research 2) admin 3) teaching. Flexible job contracts and pick two of the above.

Research is not scholarship.

Stop so many people going to university.

We don't have labs, so can't see the research collaborations.

Don't just allow posh/white people to get degrees.

We could identify and reward activity among staff that supports the research environment but doesn't necessarily result in publications (that is, those whose skill-set is partnership development).

If anything, research outputs are too well rewarded when workload pressure is all from teaching and admin. It's warped.

Do all academics need to produce research? Outreach networks/teaching/research/admin/ personal tutoring! Value everything!

Why should we 'force' people to produce outputs when they don't really want to/ aren't good at it? We could reward people for what they are good at.

Are students interested in our research? Tension between research publications and publication for popular appeal. Role of impact? Need to appreciate that impact can take a long time to mature.

Research which contributes to wider public conversations is inherently valuable.

How does the value of research work reference the metrics? Do we need to discriminate between the different research topics – some which get impact and those which don't? Students are attracted to the university on the basis of the expertise the University staff has – their research. It is the prestige to be taught by teachers who are the authority in their field. They could not be interested in the research per se, but to be taught by the specialist – it is expected.

RPAs as "agile". Beacons as narration/ bonding/interdisciplinary? – better as social relation/themed calls vs open excellence.

We could afford to be more diverse in the

way we approach thematic Beacons so they are less gravitational in the stakes of funding.

Students as researchers/learning as research.

Returning power to the academics to choose research topics.

We found A2 hard! All dictated by REF anyway – in conflict with our "ideals".

We should continue to support bottom-up research because that's where the best ideas will come from. Agile, small-scale pump-priming with minimal infrastructure. (Beacons have a role for UoN narrative but feel exclusive. RPAs struggle to fit the bids to the ideas out there), for example, bring back new lecturer's fund.

Collaboration within Engineering and other University departments. Showcase this more as our research is wide-ranging.

We could put processes in place that recognise the collaborative team behind a research project not only the PI.

Reward process encourages competition rather than collaboration.

In 10 years, will non-funded research exist?

Media portray research badly: sensationalist, belittling, etc. Media relations needs to be carefully managed, so perception and prestige isn't damaged.

We could have a better relationship with the Press (social media) to help the public understand how research can change the world.

We could bring the public in more to see research in action where appropriate – breakdown boundaries.

How much Knowledge Exchange is permitted taking into account confidentiality clauses and intellectual property?

Are we advertising what we do effectively enough? We are doing research for the benefit of the population.

Appropriate channels for Knowledge Transfer: static books, websites, social media

Knowledge Transfer equals Knowledge Exchange.

We need to ensure knowledge is got out of the University. Knowledge Transfer ensures quality, credibility and trust are maintained.

Bring public in to show then the real case of what goes on in research. But in a careful way so as not to bore/confuse people.

We need a more joined-up approach across the University around stakeholder engagement/know who works with who and maximise the value of the strategic collaborations.

We could explore whether a better metric for publications would be scores by readers, that is, 'consumer reviews' \*\*\*\*\*

A big issue with research and information is trust and reputation. We could move to reader reviews (such as TripAdvisor) of journal articles.

Recognise postgraduate numbers in support level funding, that is, cleaning, technical support. Indirectly improve research areas/building increasing demand for services.

We could reward entire teams.

We need to find appropriate ways to reward people for research and teaching – not always about promotions. Rewards should allow them to do more of what they love.

We could better reward teams for success not just individuals.

Look at rewarding research proportionally. What is seen as a success to one may not be seen as great to another. For example £10,000 in Arts could be seen as a huge amount but not so much in Engineering.

Could we change how we measure success?

We should normalise credit for research income across discipline.

Impact and Knowledge Exchange should be rewarded at all levels.

Not just reward the winning of a grant, but reward the delivery.

Accountability for research is going to be increasingly important in next strategy as the research 'pound' increases (% GDP in research investment). Public will perceive "waste of money" if not fully accountable for research inputs.

We must move beyond "papers and money" to assess academic success. Knowledge Transfer needs to be measured and recognised within the metrics.

We could publish "solid" research, even

when someone else has shown the same, publish non-significant differences.

We have a passion for research. Many academics could be paid more in industry but passion and freedom keeps them working and engaging in research.

University relies on credibility for publications/research. Knowledge Transfer needs to be transactional to benefit all and recognise good research.

We could assess beyond papers and money.

We could allow space for fundamental research.

Reward for research is an issue.

Social responsibility to research. Research freedom: different to industry, not always profit-driven. This makes us unique.

Ensure that all forms of research are acknowledged, for example, the value of bringing in/supervising PGRs, running internal grants, etc.

Do research to make the world a better place.

Teaching staff contribute to research, be

this teaching only staff freeing up time for others to focus on their research.

‘Good’ researchers may not be effective at teaching and good teachers may not be good at research, or generating research investment.

We could do a better job of explaining the importance of research to students.

Sustainability of research and excellence depends on developing structures of support for research career development and staff retention between projects.

We could make fellowship easier for PostDocs.

Do more to promote Team Science to encourage all different roles within a team delivering brilliant science.

Encourage our academics to work with and include teams (in limits six papers).

Explore the tension between collaboration and competition – they work negatively together. More collaboration, less competition.

We could work with funders to promote collaboration to save precious time preparing bids/being competitive.

Help facilitate collaboration with others international and industry.

We could promote open collaboration and dialogue with government funders and other help to explore more stable and realistic funding mechanism. Also applies to new programmes, need to be able to monitor our courses.

Life-long degrees.

All VE students aligned to specific research group during their courses.

We could go straight to masters courses (that is, roll together UG and masters programmes).

We could reconfigure HE so it responds to fact that most occupations tomorrow have not been invented yet people expect to change jobs multiple times.

Increased e-learning without losing value and personal contact.

We could set up all students allocated to specific research group with an expectation of them doing something with that research group on a weekly/ fortnightly basis and research group deliver/put on research activity for their allocated students.

Think about how they research method could be applied to the teachings process, that is, research led-teaching shouldn't just be researchers doing the teaching.

We need to show the benefit of face-to-face interaction versus any virtual-learning platform.

Use digital communication platforms to provide a wider access portal to knowledge and the different social media platform and "sell" to their audiences what research is about and its social and economic impact – build on the social spasm of tackling global challenges, for example, plastic bottles.

As academics why do we passingly accept this? It's demoralising and serves only to damage the public understanding of what we do.

No we don't publish in physical journals, we need to adapt how we deliver and pay for this.

Nottingham needs a public understanding of science chain.

Unduly/collaborator need to be able to find out what we can do on our website.

University sector needs to make public

that knowledge for knowledge's sake does lead to useful discoveries.

We could better fulfil our role in society by standing up for intelligence-based, evidence-based knowledge. Much damage has been done here, for example, Brexit; slow and inadequate response by universities to the debate, which came across as arrogant and out-of-touch. We need to address this quickly to regain public trust in the UK and abroad.

We could disseminate difficult knowledge differently to engage more proactively.

We could do a TED talk in Old Market Square.

We could do better at communicating research timings to the public to avoid misunderstanding.

We could do better in communicating to public, for example, TED talks.

We could engage with the local community to share our research accomplishment in an attractive way.

We could enthuse the community with our research and funding.

We could get onto Notts TV.

Have a University of Nottingham publication for research and celebrate our own research free.

Have a UoN science centre for the public along the lines of the Centre for Life in Newcastle or the Cell in University of London.

We could have an Open Access UoN publication.

We could have our own Open Access terminal which allows us all to publish high-quality science regardless of impact.

We could let go out there more. Hologram teaching in Old Market Square. More informal pop-up research sharing classroom.

Market our research and its impact better.

Revolutionise the sharing of new knowledge. Why do we adhere to a system that works against us – the current academic publication system?

Tell people about we do more effectively.

Think beyond REF to real "impact in the public/wider environment", for example, open our research buildings more, or do it virtually.

Write annual or more frequent research publications per unit or school in print as well as online.

Engagements, engagements, engagements – with public, industry, politicians.

We peer review for free (no-one else gets our work for free) and pay to publish. We then pay to access. This is viewed externally as crazy and potentially corrupt.

We should somehow try to communicate better, so research can be truly multidisciplinary.

Divorce our research strategy from the REF.

REF \* listing in relational will always be 4\* and 1\*.

We could abolish REF because it is divisive. It also contributes to unreasonable and excessive pressure on REF returnable staff who also have a high teaching and management load to the point that “bullying” and “harassment” occur.

Competition and outside forces (for example, animal licences) are stifling creativity.

We could get rid of REF.

Get rid of REF. It's divisive and creates significant health problems/bullying/harassment.

Get rid of the REF: ruins people's lives, distorts the research and diminishes potentially useful “blue-skies” research.

We could get rid of the REF. We could value non-REF 3\* work. We could load access the University for research groups we aren't all in one division anymore or “fit” in the UoN commonly valued by our school. We could value research, not just for the funding it brought. We could value academic freedom.

We could re-establish a better and more creative relationship between research and teaching by abolishing REF and TEF.

We must drastically reduce the poisonous toxic effects of the REF. Obsession with metrics which is sucking the lifeblood out of the University as a culture and community.

Could we have something, that is, put per our purpose – need investment that distorts research that can be done in favour of where most funding is.

Need budget and resources so that we can manage to attract the best students.

We could provide central funding to allow “blue sky” thinking. Give ownership to technical and admin staff to help progress research.

We could provide central University funding for more innovative research (“blue-sky” thinking) which does not have specific outcomes/goals. This funding can be open to all researchers.

Push to revise funding mechanisms with the research councils (UKRI). The indifferences waste a huge amount of time, money and resources.

We could reconsider how UK research funds are distributed.

We should fund research properly, rather than through money away from leaving students.

Examine not having schools (constraining structures). LMB Cambridge is unstructured, mixes scientists and gets great discoveries.

Get rid of faculty and school distinction to encourage sensible collaborations across the University and beyond.

We could introduce creative business models and culture of successful companies like Google (staff get time to think).

We could restructure schools/divisions to allow T&L to undertake more “research” to inform their teaching.

We could revisit the structure: few research universities/many teaching universities (polytechnics).

Improvement to our website. Need to invest in this, resources.

We could get better divisional admin support focused on dissemination, PPI, etc, to make this more effective.

Improve our admin and technical support within divisions to help forward research. This in the future will be essential.

We could not have a research strategy in terms of topics but instead just good facilities for people.

We must reclaim the status of the University as a public good ,NOT a factory to serve transient political interests about economic and industrial development.

The University can take an active role

in promoting itself as a public goods vs commercial business.

The University cannot carry out core functions to generate knowledge challenge and critique power and established interests, unless it reclaims independence from State direction and control.

We could continuously remind ourselves, governments and businesses that universities are public good.

We could encourage and reward true joint way and “team research”.

We could recognise teams doing science with awards.

How do we reward research? Research is directly well rewarded vs education.

Scrap the work-load planning as it's not valuing staff skills.

Support some areas to not do research.

We could be much more deliberate in how we recognise and reward actively that adds value to research, not just the PI or those who are named on papers.

Explore better/more appropriate rewards/

recognition for research outputs (, for example, Col as well as P-1).We could better reward equal collaborative activity.

Encourage/reward collaborative research between institutes.

We could find a way to reward team science.

Reward dogged behaviour in doing science not just impact case study science.

Stop basing our academic rewards purely on research income, focus on outputs and knowledge gained.

We could value all good-quality science regardless of impact; value non-Beacon research its cyclic and a mixed economy; value scholarship and learning stalls better.

Could we find ways to reduce our overheads so that our good ideas can turn into reality and infrastructure/space – leave destroys equipment?

Support researchers in practice/industry rather than feeling the need to do it ourselves.

We could come up with ways to do it that are cost-effective if the investment is worth the gain.

Create “institutes” to support cross-school research and T&L.

We could give PostDocs the opportunity to apply for funds/grants and be PI. Increase the bench feed for PhD students to cover the cost of their projects.

Make research training an essential part of all VE courses.

Move to model of continuous publication of rebuilt online open-across-many from saving it up for the “big paper”.

We could recognise emerging research and support it.

We need to have an incubator versus performance management to look at individual researchers.

Not require all areas/departments to have “research/be REF returnable. Allow departments to form on what they are. Look at individuals in “the round” rather than forms or their grant income.

Continue true conversation about whether a research strategy is best broad (and promotes collaboration across institutions) and narrow (and very able) to influence the national/international conversation on research priorities (we are out of time).

Engage back to funders as they drive us to do impactful research.

Focus research funding on fewer institutions conducting best work (protecting scholarship).

Promote the role of UoN in research (in all areas) not just applied research.

Provide better strategic approaches by funding (for example, have critical means for research groups yet maintain diversity).

Reinstate funding for “small research”, not linked just to RPAs/Beacons.

We could research that how social worth and not commercial worth, separate the functions of T&L and Research (major issue is arbitrary unite in REF).

We need to be able to set our own research agenda rather than be driven by policy and non-commercial interests (enable/encourage more blue skies thinking and research).

Avoid sweeping statements about grand research and be more focused, rather than following the fashionable areas. We can play to our strengths and unique success full research that may not be mainstream! May have better impact.

Be more mindful of conflicts of interest when getting industry funding and set ourselves up as bastions of unbiased, evidence-driven knowledge without an agenda or product to sell – we need adequate government funding as we are a public good.

Break barriers of schools to undertake challenge-led research that could really change the world. We could avoid appointing experts and moulding them into “Jack of all trades”. We could fight the labels of R&T and T&L.

Invest in research activity that doesn’t necessarily produce impact on results with any certainty, that is, be bold enough to invest in knowledge for knowledge’s sake to some degree and be deliberate and proud of doing that.

Develop research that is unbiased and has no conflict of interest. Perception that research income from industry is valued above smaller streams – potential for bias.

Encourage “blue-sky” research, that is, find the way out ideas that the research coincides would find too risky.

The University can make different choices about how it supports staff and research



to engage. In more creative/innovative research (disabled and preoccupation with being a business vs public good).

Identify funding that promotes research for social value and not necessarily commercial worth.

Keep our research broad to enable us to adapt to changing requirements.

We could say as long as it is “good science” it’s enough without 3-star papers for REF.

Persuade others to value research and new knowledge as we do in universities.

Allow and encourage staff to join/lead/ manage the University without feeling as if they have betrayed their roots.

Apply the 20% rule to academics, that is, a part of their week dedicated to following/ high-risk ideas and creative thinking.

R&T and T&L contracts should be stopped. Decision not inclusive. This could improve collaboration and the research nature.

Can universities drive to be research and development centres to access industrial money for development and research progression? This could drive the Global

Challenge problem research and focus graduates/PGR on industry readiness with skills necessary and valued by industry.

Change the culture of the sector where it is acceptable to be working 120% (or more) of full-time hours; employ more staff to give “breathing space” for all staff to have time to research.

Create a better career path for APM staff and technical staff to ensure advancement and therefore avoid losing staff and institutional knowledge.

Reduce academics’ workloads so they can both research and teach creatively and extensively.

Reinstate academic freedom where staff are able to conduct research within their job role in areas that may be moved or new but don’t attract funding, like education.

Stop researchers being so lonely and having poor wellbeing and detachment from the “system” sending them admin and judging them.

We must improve career progression for technical and admin staff to improve our research and knowledge transfer. This will help continuity and best staff retention.

Engage with students to avert the business – only transaction model of pay-for-degree.

We could/should make our research visible and shared with our students so they know what we do.

What is the relationship between research and teaching? At VE level it is relatively weak.

Adapt the term Knowledge Exchange to convey our willingness to view this as a two-way activity. We should also think about how we can bring in external knowledge/skills/technologies to strengthen the University’s activities.

Focus on international agenda – collaborate with offer excellent research centre around the world.

Work as challenges in developing countries new opportunity to help grow outputs and impact

Offer an academic exchange programme whereby academics spend time in industry to understand challenges and gain experience.

Partner with a selection of overseas institutions to develop a broad set of

collaborations, for example, Faculty of Engineering with Virginia Tech.

Capturing or what we are all doing and much better way of searching and identifying possible interactions – ways to build networks, KE routes, linking to industry.

Engage industry in a pre-competitive environment which stretches the scope of current industry to enable proactive co-creation of possible futures and to develop new science, research areas and business propositions.

Develop symbiotic relationship with industry by allowing them to pay for a seat at the table, that is, £50k a year to watch research develop and then harvest ideas.

Collaboration vs competition: is there too much internal competition in research?

Subjects should unite between universities rather than universities competing.

Collaboration, large networks to write grant proposals.

Reward group research rather than just individual investigators.

Do more collegiate research. Lead the

way in truly curiosity-driven research if by cross-university led schemes.

We could have guest lectures from our researchers, including at UNMC and UNNC about the research they're doing.

Need more of a community feel and more collaborative work needs better funding and more choice.

Use industry to fund public engagement, need research-informed teaching.

Encourage collaborative activities that include all research active staff.

To give research and teaching staff time to research, need to buy them out of teaching and backfill with teaching assistants. But then students aren't being taught by research-led staff.

We have research-led teaching, should we also have Knowledge Exchange influenced teaching?

Use our research stories to teach the students in last year to inspire them and engage their curiosity.

Research-active teachers can convey a subject which is evolving teach from a perspective reflecting current knowledge,

also valuable for students to see how researchers approach a topic/problem. But I don't think we explain what 'research test means and why it is a good thing.

Research is important to higher year teaching as this provides state-of-the-art experience to students in projects and workshops – more studentships.

We need time to pick up new technology skills to provide us with more time to focus on core business.

Research should address global problems and challenges: food security, sustainability, ethical issues, drug discovery, antibiotics – need to increase public awareness of what is happening and why research is being done in universities.

Make more 'noise' (media, press releases, outreach events) about what research we do.

We could be much better at outreach and stakeholder management. Could this be a central service which embeds in the overall ethos of the research engine – academics helped and given the time to engage in research and delivery?

University Press Office to persuade public

to what they need: *Daily Mail* needs to be primed but us not divert public, making us the ad people.

University outreach capability needed, for example, public engagement events.

Pressure to oversell, for example, get research into the media at intention stage when no substance to it.

Not enough celebrity academics at UoN 'the Brian Cox factor'.

Showcase of UoN materials and publications – a better use of repository.

Research as a societal benefit – we could ensure that this is enabled better.

More civic engagement.

Value what we do more (we are good at research, overall, and should be prouder of this: be less defensive!).

Improve our outreach activities to make our research accessible to the lay person.

Open Access scheme is a rule of EPSRC as well as REF, so it is not something we can change.

Commodification of research a proxy measures.

Ill-defined REF-driven metrics – could we de-emphasise these? These devalue many staff with no rigorous definitions.

Could we actually opt out of REF to give us more time to do research and improve morale?

Why don't we abolish league tables/REF conversation?

Research metrics and REF structure. 'Hoop-jumping'. Could we change the focus on the importance and steer what is driving this?

We should opt out of REF as it is a pointless and very expensive exercise.

Yes – opt out of REF unilaterally.

We could boycott REF!

Larger funding amounts should be made available, rather than smaller grants to address complex problems and challenges.

We now have to pay publishers money to publish our work which is peer-reviewed by competitors – system is broken.

Research Innovation and Knowledge Exchange should result in recycling funds to further research in the University:

outputs/income should be drawn centrally to fund large collaborative areas of research that drives schools/units to come together to access funds for their research in a multidisciplinary manner.

We could seek industry sponsorship for all PhD studentships.

We could close those department/subject areas which don't have strong research profile and or student recruitment to focus resources and improving the middle-of-the-road departments/areas.

Too much reward for buying in research overreacts, for example, bringing in money for major development activities.

We should support less profitable areas – the subject popularity change in subject areas – university continue to fund less profitable.

We should break the publishing cartels' power – they charge a lot for very little.

Could we cost the integrated person-cost of every meeting in terms of 10-credit module?

Could we appreciate the vast majority of research grants cost the University money?

Learn from research councils and funding bodies about how to distribute funds.

More internal funding for individual researchers or teams on projects purely curiosity-driven and not to 'too big to fail' initiatives like the Beacons.

Finances are being driven differently; big challenges,

Less money from grants.

Bidding war is very time-consuming for grants and it's an unfair system.

We should fund blue skies research using University money.

How to improve funding system such that research can be more focused and divertive, shall be funding focus on tech research or more fundamental ones?

More support of admin – finance, legal, IP, etc, to free time for research.

KEF: how do we do this? Need more support to do this, for example, University's Knowledge Exchange service

We need more efficient admin systems to take academic staff out of routine admin tasks, for example, module conveners –

systems put in place to do this should help, not hinder.

Systems change too frequently. Staff should be under no pressure to read emails out of hours.

Teaching vs research vs admin: Could there be much better parity? True parity?

You have to support and accept failure to get any success.

We could stop trying to reduce complex multi-faceted ideas to simplistic buzz phrases like "research-led teaching"

What are we for? Intellectual endeavour

Publish student evaluation scores so colleagues can learn from those who deliver good teaching and those who can also be rewarded.

Making sure we acknowledge excellence – not only financial reward – recognition.

Are our reward and recognition mechanisms across research teaching and admin, etc, fit for purpose?

We could require staff who make money from books to have that paid back into the University to fund further research. This

would be through NUC to handle tax and pay into a personal research account for that person. Save for externally examining 'honorary' etc. that are done as external work. Tighten-up much more an approval of paid external work – 50 days per year.

Reward and recognition: is this sufficient for research? Celebrate as a family with recognition day for big jumps in index, excellent impact case studies, etc.

Can we continue to do everything (or be expected to?) Could we move to roles who are experts?

Priorities – what are our key themes?

Rewards of research – curiosity-driven research, University supports high-risk research, politics influences on science.

The University could support the work that UKRI doesn't! Bottom-up initiative, not top-down.

We could reward research and not only how many grants an individual got.

We could reconsider our PDPRs that people are not so focused on research to get promoted that they don't engage with student support for example.

Reward excellent research with funding for PhDs.

We could attach research leave and move to sabbaticals for anyone to apply for, wherever they want, for time to focus any of research, teaching, development (as in Pharmacy).

We could capture all Knowledge Exchange activities across the University better. Our REF strategy is out of date and behind the times.

We could coordinate knowledge exchange at a school level not through central services – this would increase activity.

We don't have critical masses of researchers. Should we research and teach all we do at present? Ditch some subject areas?

We could create more national research institutes to improve research quality and output.

Could we realise doing research without PhD students – it's far from easy!

Is there a more streamlined way of writing grant applications?

Restructure in academic role and

understand it and reallocate work... 20 hours a year as a tutor, research suffers, tech is not making quicker.

Create more time and space for research – lots of admin, pastoral care, marking, teaching.

Top-down research just sends money to a PR stunt: Beacons of infrastructure burning through resources, instead of promoting bottom-up originality.

Less PR/promotional activity, less administration and internal back-patting, more research.

We could stop trying to manage research from top-down, and let staff the resource they need to try true innovation.

Being research active should not be graded using a narrow set of metrics.

There are not mechanisms for funding new fundamental research that could have long-term impact.

We could have University sabbatical system to ensure all staff have research leave.

It is very difficult to predict future developments in scientific and

technological research, even world-leading researchers do not have a crystal ball. If they cannot do it, administrators and bureaucrats certainly cannot! Major developments often arise from small beginnings – the so-called Friday afternoon experiment. Ideas does not apply to huge long-term goals like CERN, nuclear fusion, Big telescopes, NASA, etc, MRI, graphene, high-temperature superconductivity all started this way. Discovery of Exo-planets, lasers, the Quantum Hall effect also emerged out of small-scale research. Conclusion: the University should identify the best researchers and nurture them, Treat them differently from academic colleagues who are less successful. Take advice from our research leaders and use this to drive our research strategy.

We could have University interdisciplinary studentships? Explore co-funding with industry Knowledge Exchange funding.

Beacon: new money, to generate more money not generating new research.

Some research can be rapidly commercialised, or address current societal challenge. In other cases it may change the way we think about ourselves

or have practical consequences in 20, 30, 50 years. We should encourage people to play to their strengths and support excellence across a broad range.

We could abolish Beacons, RPAs, and GRTs and just let the best research flourish: let a thousand flowers bloom.

Too much competition for grants, publication in 'good journals' job security, damages the research and limits the scope, processes like peer review, etc, start to break down.

Shouldn't always be a commercial agenda to research.

Research not just money-driven, how does this continue? Surely a Uni unique position.

Could we decide that a University should be curiosity-lead and allow funding mechanisms for this?

Could we accept that very few people know what a 4\* paper is, except the authors?

We need to develop both depth and breadth – world-leading science, world-changing technologies.

Being curiosity driven is a virtue – tackling problems no-one else will.

Universities investigate the 'donkey' problem that commerce won't. Commercial companies are risk-averse.

Do better research rather than gaming the funding bodies for more money.

We could celebrate failure – to have one great idea we need to try 99 that don't pan out, so they are a vital part of the process.

We could take more risks!

We could value basic and applied research and research funding equally.

Can we create more time to be creative: could we remove some of the 'stuff' that takes our time, for example, admin, teaching, organisation?

Need more discipline to say 'no'.

Capacity to do research is less – more pressure on time, deadlines for grant bids.

We could emphasise the importance of teaching and the links of research and teaching, in the way we hire staff, review role profiles and recruitment practice and process.

We could highlight the value of research-led teaching! Be more strategic at Open Days in modules.

Teaching deadlines tend to take priority over research deadlines.

Do we give people enough time to creatively, collaboratively explore research? The internal, administrative structures constrain the cross-disciplinary initiatives.

We could build strategic nets of universities in the EU for research and Knowledge Transfer (post-Brexit)

Collaborations/competition – we could increase transparency on which industry collaborations are available for academics across different schools to join and support maximising academic outputs (papers and impact case studies) from these collaborations.

We could consider Notts research in our local city: Nottingham Citizens.

We could acknowledge that research-led teaching is Knowledge Transfer – can expand this into teaching collaborations between schools, institutions, and even internationally.

Breakdown institutional barriers to facilitate more interdisciplinary/trans disciplinary research

Can we have more of a team attitude within a research themes? As a group have a grant winner, an impact initiator, a teaching expert, a technician, a support staff member, a researcher and rotate roles, so that promotion is positive for everyone. Funding cycles do not help this.

Research and Knowledge Transfer should be able to xxx in multi-university partnerships into research-led teaching benefits emanating from grant money – essentially a public good.

We should have more teaching informed by outcomes of research. That would entail significantly more flexibility in the University's module structure.

We could consider how we link research into our teaching: how does research feed into our teaching?

We could explain to the authorising environments that our research strength is teaching and that emerges from and is embedded in our staff and research.

We could tell longer stories about impact

beyond REF: MRI, Dolly the Sheep, etc, that helps cement the identity of Nottingham.

Do we leave money on the table on research outcomes, for example, publishers profit vs Open Access.

Could Russell Group, etc, come together to break publishers' monopoly and enable more Open Access publication? This would also facilitate greater volumes of interdisciplinary work that currently doesn't fit into the higher impact factor journals.

We talk about our responsibility to society, but we could do this better, by breaking it down and answering the following questions: Where is society? Whose society? On what terms? We could think about these questions.

Reward research by Open Access publishing it as contribution of the University to society. This could happen on a competitive basis where each school puts forward, for example, its research of the month and funds Open Access publication.

Does REF strategy overrule all internal research strategy?

We could decide not to get so caught up in gaming REF. Could we now with other universities and establish an agreement to play it straight and not ratchet up?

Be more publically critical of REF and encourage academics to write about this.

Problems are systemic. UoN is single actor. Band/work with other, for example, Russell Group to, for example, push back regarding narrative and influence, for example, TEF etc.

REF as a tool to measure output focus – should focus on impact?

Universities could combine their influence to change the constraints of REF, “impact” agenda that stifles publishing and exploration in newer journals.

Need to create core competencies in research. Research should not be driven by the journal ranking, rather it needs to be useful and impactful (not necessarily impact in REF sense). University needs to reward experts and not necessarily looking at number of 3\*/4\* publications only. People are different and have different skills. We need to reward according to their skills – some are good in research, some are good in grant capturing, some

are good in teaching. University needs to have a more flexible approach in rewarding colleagues.

Are we disproportionality emphasising research? Most income comes from teaching.

We need a model of admin support for key research and teaching leadership role – like the Civil Service.

Can we decide on the priority of the University? A dual priority means nothing is prioritised in terms of teaching vs research.

Consider our identity? Research-intensive, research-led, international vs local.

Recalibrate our language and reward about research (star) and teaching (occupational hazard).

Good that we are now valuing teaching more.

Promotion track for researchers and APM.

We could reward research on the basis of its impact, that is, whether it is read, used and applied, for example, in some industries professionals do not read journal articles.

Broader look at PDPR and how we recognise and also reward – offer incentive.

Change the focus of how civic and economic value is credited and rewarded.

Support and reward to be given to those who wish to lead, develop impact case studies and engage junior colleagues for high-quality research an grant applications.

We could keep time for research better (not just research leave).

In Social Sciences, missing the atmosphere of a lab (similar to STEM): how to create this space physically and socially.

Improve timetabling and admin support.

Research centres/institutes are impactful, but managed on personal level, not strategic level.

We need to be defenders of blue skies research – impact can be massive.

We could clarify what we think an excellent centre looks like in terms of research strategy and capacity and work to build such centres across the faculty.

We could have a more proactive strategy for impact.

Beacon model of interdisciplinary is powerful.

Critical mass.

University strategies should be challenged to school level so that schools have research strategy with well-defined KT partners.

Well-identified research themes and strands with leaders.

Strategy: should the Uni to create real research clusters/hubs xxxxxx money/ funding xxxx is to fund collective research and outputs. Problem is REF submission requirements.

We could give everyone\* in the University a year off any work, that is, metrics driven, and use this as a breathing space to consider our aims and values. \*academics and most admin staff. We'd need some to do the minimum required for regulations.

Be champions of long-term research/ impact “blue skies” as well as immediate impact.

Are we research-led? Or teaching fed by



research? This is an important message with consequences for the type of staff we will attract. Not sure I would want to be part of an institution that downgrades research.

We could reconsider how we value research beyond publication.

How do we decide what is good research?

Consider how we judge outstanding research – number of citations vs impact of policy/application.

Impact is highly valued at University. There should be clear guidelines/criteria regarding what constitutes impact across the University and within specific disciplines.

Could we have a University definition on impact, rather than just REF, so that a wider range of good research is acknowledged? Not a tick box!

Recognise that often the best research is unfunded. This includes papers that get press releases, generate public interest, etc, and cause people to come to us to get our expert opinion.

Problem: narrowing definition of impact, inside and outside. We could think about

‘blue sky’ social science too. Solution: we could define society impact in different terms from the perspective of ‘where is society? Whose society? On what/whose terms? We could challenge the definitions of impact.

Problem: capture additional impact. Solution: we could define impact in broader ways within the institution (including our teaching).

REF-driven research vs research problems: University-level defined impact should be encouraged.

It is striking to me how very different the research cultures are among schools. This should be helped. Not sure how. Seems need support.

We could challenge what counts as research, impact, knowledge transfer. This is particularly relevant to Social Sciences.

We could value small-scale, local research, that is, not intended to be generalisable and does not attract funding. How, though?

Why do research? Personal interest and professional recognition. What is the relationship between research

and teaching? Direct (research-based teaching). Indirect: high-quality research improves university reputation/improves quality of students/teaching environment.

We would broaden our conception of what counts as valuable research, placing more value on collaboration and qualitative research, and also on research that generates practice-focused knowledge.

If we were a football team we wouldn't make all the strikers clean the loos... play to our key strengths.

Core research asset is academic staff time and capacity. We should conserve and nurture it.

Academics know their expectations – we must give them time to develop and deliver.

We could get academics to keep a one-week diary logging everything they do that does not require them to be an academic.

We need to keep academics for their key strengths – research and teaching.

We need to use academics for their real skills – research, scholarship, leadership – with full support from administration.

Increase the confidence of staff to engage with outside people by making staff feel more valued and trusted.

Empower staff to do more interesting research by reducing the metric-driven approach, and freeing us from mundane administrative tasks.

Enable all staff to be researchers. Abandon metrics.

We could have more flexibility in terms of teaching/research time allocation to soften rigid contract lines.

We could put everyone on T&L contracts back on R&T.

Could the University create more teaching and research time and minimise admin, for example, 40:40:20 (research: teaching: admin).

Changing mindsets – defined by structures.

The current systems for rewarding APM/ Professional staff are limited. They are not recognised in the same way that academic rewards are, for example, APM staff invite/ support funding bids.

Excellent researchers have a personal CV

that makes them highly portable – we need to make this institution attractive for the best quality researchers – how? Do not micro-manage and interfere. Research is one of the few areas where staff will willingly work overtime. Don't destroy this goodwill.

Knowledge and value is created by staff other than just academics

We should make the Knowledge Transfer between campuses as a two-way communication rather than one-sided. There are new practices that all campuses can learn from each other than just listen and follow what the UK campuses do.

Attract good researchers and good things will happen – make this a place where people want to work.

Respect for colleagues/collaborators/ ECRs encourages to grow research teams.

We could explain to students and parents what our research is and why it matters.

We could break down the boundaries between research and teaching. We could really emphasise the importance of research-led teaching to students at UoN.

Generate a constituency of research

asking students by emphasising research-teaching level.

Collaboration and Competition equals “collapetition”. Need both to work.

Engage with our industrial partners more to infuse into our teaching practice rather than just rely on a specific research domain.

Have a collaboration with other agency to assist the UNMC in areas we are looking and later develop by UNMC. Provide more incentive to UNMC staff for doing research by monthly contribution. We could encourage Academic/Professional to contribute article which will be published monthly (selected article).

We should invite companies to present their problems to University researchers and provide funding along the way. In this approach, researchers are researching real and current issues.

Have activities engaging with lay society (non-experts) to gain their contribution towards the research done. Connect café (research base discussion).

We could have been teaching and conducting research in parallel. While

conducting research, there could be avenues to teach problem-solving skills, innovative-thinking, etc. While teaching, there could be opportunity to identify areas for research.

Have research and teaching hand-in-hand as appreciations and experience is what makes a difference in our teaching backed with rich research.

Change the public's perception of private universities in Malaysia. We are not just money-making institutions churning out graduates. The research output should be communicated to the public.

Contribute articles to magazine (science, engineering, etc) such organisation like MySET etc, MySET (Malaysian Society of Science of Engineering). Academic and Researcher collaborate with professional Support Services (PSS) staff to overcome problem and publish them as joint author between PSS and Academic. UNMC should have Campus Journal and encourage staff (Academic and PSS) to contribute.

Organise TED Talk Sessions sharing new findings that make a difference in life.

We should let knowledge be assessed

freely and, that is, a form of Knowledge Transfer. This may be even valuable if it is exchanged.

We should find other ways to obtain funding and not depend on the government/private sectors.

We should focus on research that can generate income for the University. No money, we die.

We should have more funding to sustain the research for the community betterment.

We should research on solving global issues that improve humanity in the future.

We could add that apart from research we are actually trying to solve the problems of the world.

Without explorers and pioneers in the olden days, new world/land/frontiers could not have been discovered. Without "research", we would not be discovery new ways, solution, knowledge, understanding, etc, to improve, sustain or to continue life. Research findings or challenges should be shared (via teaching?) to spur further research or interact try solving those challenges.

"Knowledge" is now stored in databases of journals, thesis, etc, but the problem is they are not used or accessed widely.

Do research in more sustainable way (in a well-resourced manner), for example, funding and infrastructure. We could discover new ideas through research. We could set a system to publish a research to public and make payable. We could reward such research via recognition and higher opportunity for the advanced research. Tie up with other organisation/ government. We could patent the research.

We should be looking at funding opportunities internationally and enough industry to address what is relevant to society, rather than just doing fundamental research.

Treat everyone (for example, academic and professional services staff) within the University framework in equal status. Research and Knowledge Transfer should be broader to professional practices and not limited to academic research.

Inform Professional Services staff with available research/practice opportunities (for example, funding) and skill sets to

sustain accomplish practices, moving forward.

We could link our research to T&L activities to be better, more flexible modules required.

The role and value of Knowledge Exchange in establishing and enhancing international organisation and research collaborations, particularly in Asia. Knowledge Exchange in this context reflects commercial research and CPD training. Access to both national funding schemes as well as UK strategic collaboration funding (linked to Industrial Strategy and UK Aid).

We should become expert in niche areas where we are sought after by industries.

Let academics develop their own modules that relate to their area of research interest which do not tie with any programme.

We could be moving away from traditional ways of knowledge transfer, for example, article publication to something more widely available like social media, and mass media in general.

We could perhaps separate research activity from teaching activity in universities? Research has become too

careerist for some universities and too business-like/ commercial-like for others.

The role of the international campus in a post-Brexit era, as UK-aligned local teaching, research and knowledge exchange powerhouses.

The importance of intra-regional relationships, for example, between Malaysia and India, to the benefit of the University.

Importance to continue resourcing regional expertise to access and develop these local partnerships to deliver strategic collaborations.

Encourage academics to do the research they are interested in, but have a regard to income-raising activities. That way, you will get good people to work at Nottingham.

Research should be easily understood by public. (Staffs non-technical and students). We need to simplify the research content into bite-sized information that can help individual to make an impact immediately.

I work in the Business School and don't see nearly as much business engagement as there should be...that in itself is pretty

telling. We need to interact more with the outside world. There are plenty of opportunities to offer up the knowledge that we have to a wider audience.

On courses that are taught using block modules why not offer individual block modules as a stand-alone product to businesses? They can't necessarily afford to send their staff on long-term expensive training courses but a two-week course on strategic marketing (for example) would be attractive. It's extra revenue for us and builds links with companies that can then be leveraged for other things. We should be hosting more industry events and creating more opportunities for knowledge exchange. What is happening with CPD and Exec Ed? There are issues here in terms of management (do we even have a management style?) because try as they might CPD don't seem to be able to get many academics on board with the agenda. Let's make it a strategic priority and put a mechanism in place where business engagement is expected not optional. If you recruit people solely on their ability to conduct traditional research don't be surprised that they aren't very good/very keen on doing the added value outwards looking activity especially when

people know that there is nothing anyone can do if they choose not to get involved. The overriding feel that I get when new ideas are presented is lethargy. People can't be bothered to do these things because they are worn down for various reasons. We need to get people excited about the opportunities, give them a reason for doing these things and finally the training to make it a success.

Each faculty should have a programme of sending academics into schools. It'll fit into the civic university agenda and help disseminate our knowledge. School kids need a better understanding of economics; get our academics out there teaching Nottinghamshire schools. School kids need access to better careers support, we have one of the best careers services in the country; get them out into schools as a civic duty initiative to support kids. I'd love to see the Widening Participation team have a higher profile within the University; they are doing some great work but they are small and you have to question how much of a strategic priority our civic engagement is really given.

There is no point researching if we are researching in isolation. Make our

knowledge publicly available and create a network locally to give back. I know elements of this already happens but that too happens in isolation. I'd like to see a strategy tying all this together with clear communication to the staff of how they can get involved. Make the public proud to have UoN on their doorstep!

I am glad we are thinking about this topic because in many ways I think universities (ourselves included) have been naive in the way we have behaved. We have international research partnerships looking at incredibly important topics but if you ask the vast majority of the public I suspect they wouldn't have a clue what we do. HE is now a politicised topic and we are increasingly being used as something to kick around by politicians. Fees are political, VC pay is political, quality of education is political. We need to wise up and market ourselves better. That said, referring specifically to a question posed in the video in the 'age of technology' I think we need to steer clear from thinking technology creates an easy win. Yes, we can do a few Moocs and set up a YouTube channel but actually, like I've suggested above, the way to persuade people is to meet them face-to-face wherever possible.

We should be more open to the local community and engage more with Chinese universities. Think about exchange programmes with top Chinese universities.

Faculties across the University to be more Open Access for students to cross disciplines for their project work. We find that some projects have already been investigated and with better access to research and papers maybe we can move an idea forward rather than just repeat what has gone before. Better access for part-time degrees, as a university education gets more expensive, we risk losing bright minds that need to earn a living, and are not able to attend full-time university. Some students come from backgrounds where their school has let them down but could do well in the university environment, more foundation courses are needed to give these students a chance if their A level result are not up to our requirements or maybe a develop a part-time assessment/access course so that we can assess their ability. This could be a short online course and snap revise style lectures, self-learning, to be able to take an assessment and/or short project. This would could create an equal assessment of a student's ability.

Clearly, we need to be digitally agile and up to date, and my sense is we are a long way off this, however it is heartening that we have recognised this and seem to be investing to play catch-up and hopefully set ourselves ahead.

**Flexibility:** There is clearly a move away from traditional delivery of education, and therefore having a flexible offering that caters for the broadest range of students is surely an advantage to us. Therefore greater academic flexibility in terms of distance learning, part time study, the ability to mix and match modules cross faculty etc... is something we should be delivering for all courses.

**Vocational aspects:** More and more we need to be providing students who are ready for the workplace, and therefore providing students with more real experience of working alongside their academic study would seem a sensible route to develop to ensure they have both theoretical and practical experience. A number of courses do this very well, but we maybe need to be creative at finding ways for other courses to provide similar offerings.

Furthermore, the system can be self-

sustaining. Each faculty can run special conferences for alumni sponsors or potential sponsors to highlight the great work they are supporting. This will raise the profile of the University and encourage further donations. Perhaps even get regular media attention? Over 10 years it might be possible to build an endowment pot that equals that in the US.

We have more applications for PhD students than we have funding. In fact, research scholarships are a bottleneck, that is, holding us back. You can throw a rock into the University and find an academic with a great idea, but no funding to follow it up. This is especially true in fundamental research. There are three legs to good research programmes: good buildings, good equipment facilities and good students. We have the infrastructure and the facilities but lack the students. This does not have to be the case. It would be useful if we could use the impact campaign to ask for donations towards scholarships similar to the Reiger scholarships. There are many alumni that might be interested in adding £1,000 or more into an endowment pot. This could build over the years so that, like many of the best US universities, there are

many avenues for funding for research studentships. I believe at some of the top universities in the US each academic has a free research student paid for by the university. Why do you think they are innovating more than we are?

Lack of research studentship funding is a bottleneck for much research. We should ask alumni to contribute to an endowment (or several endowment funds for specific interests) that would provide a long-term research future for research allowing us to innovate and expand to produce significantly more international level research. The scholarship students will be used to promote our world-ranking research to new potential sponsors and therefore increase our endowment pot for further innovation and novelty in our research that will raise the profile of the university.

Think about it, if you took the 60 million for the sports centre, this could have supported 1,000 new research studentships

**More publishing using Open Access**

Knowledge Transfer is a somewhat obsolete concept that we somehow pass

knowledge to external organisations that then go off and create some value with that knowledge. Instead we need to think about Knowledge Transfer and a continual process of engagement from co-creation with external partners of research ideas through to collaborative translation of that research into practice or use whether this is a spin-out, policy impact, arts event or industry project. We need to recognise that all research active staff take part in Knowledge Transfer in some format and to provide the space and reward to encourage them to take this seriously as it is the key mechanism by which we achieve impact and more importantly the means by which some form of benefit will be realised.

Provide much more support in developing spin-out companies for technologies which have the potential to be a platform technology. There is not enough support/follow-up provided in this area.

The University role in patenting is tricky, with patent vs publish. The US model of first to invent may be a better one for universities – allowing for careful record-keeping of the invention and publication, with this not precluding the option to patent at a later date. Such would allow

for the gap between the time at which publication is correct to the time at which patenting is correct. Of course, this would not be a simple thing and not one for the University alone.

Even then the balance of power lies with whoever will actually make and sell. Consider if it's more important to get the Knowledge Transfer to happen and have impact (that is, lower, non-exclusive licencing mostly to recover costs) or to make it a financially profitable endeavour (so maximise licensing revenue). If the University truly wants to take the commercial route, it needs to put more resource into it.

Much will come down to who is providing the funding and what their wants are. Public funding should serve the public. Private funding should serve that funding, but must costed in a way that does not take from public funds. Companies are wary of paying the twin aspects of high University costs and also giving away some IP.

Not just generate knowledge but also share to diverse audiences.

Use social media and online sources, video

soundbites with links to reports, papers, more substantial things?

TED talks? Need to get people talking about it, so people want to share – be there public, media, policymakers. More of the videos which use the fantastic UoN brand. Videos across the campuses on our activities, and use Lakeside more?

Need to make more use of research and teaching and not just RandD at year-four level. Talking to MScs who come from many units/countries, they all have research experiences even for a three-year Eng. degree but our students are very different. Integrate our research from year one into our teaching, so our students become ambassadors for what we do and not just on the value of our teaching. So for Year Two analytical measurements, there are guest speakers (academics) who can give a case study on why analysis is fundamental to process engineering and the value achieved through research to that community.

Rewarding research activity: need to recognise that for big global research problems, funding opps are for large projects and so only one PI and many Col, often multi-disciplinary. We need to

recognise that a PI in this case is often not the idea instigator and more programme manager, and attribute more recognition to Col involvement in large grants when viewing promotion.

We need more time to think and evaluate and review/reflect and play. We need open pots of money (up to £50k or more?!) which allows feasibility work. Yes it may not pay off with a large grant but it is more likely where coll thoughts and approaches and the next MRI is likely to come from.

We need a process where when a call comes out especially GCRF and the large UKRI, where turnaround is six weeks, how can reduce the workload form teaching to allow time to develop and write the proposal. The flipside of this is encouraging, with time being allocated to develop ideas and projects in areas where we know there will be UKRI, GCRF, ISCF funding so we as a Uni are perfectly placed to respond (and encourage playing with those o/s of the Uni as we have a tendency to be very insular).

Research and Innovation Culture is hard to replicate by competitors, however research is being done in a highly visible fashion by organisations like Tesla and

Amazon. Research-backed teaching is available from Moocs based on innovation in AI and Machine Learning from Google via Nano degrees, so are directly challenging our research-based teaching.

Unlike Google and Apple it is not obvious that everyday innovations were made possible by inventions at the University of Nottingham. Making our inventions more widely known would be excellent advertising, as part of a Cynefin set of safe to fail experiments.

The Wardley Map shows the innovation space that the University inhabits. We can map our competitors and see how they would disrupt us, or change the environment so it may suit them more than us. The map shows universities fulfil a key part of the innovation process that it is hard for other organisations to fill. To have novel ideas there needs to be a culture and the removal of some constraints to allow for innovation. Arguably Google do this via its 10% time, however its innovation is likely to build on the sort of innovation we do, not replace it.

The University should place greater emphasis on KTPs and look to make our research more commercial.

Depending on the context and the companies we competing against, there are structural couplings between us and our competitors that determine how we can ask best strategically. We may have more or less strengths, speed and agility of movement, the uniqueness of our offering, compared to our competitor, and the pattern of strategy we can employ will be guided by this.

Other organisations rely on buying companies that have begun to show the worth of innovations in the market. Understanding which of these innovations was initially enabled by University research would be a very strong argument for our worth, and part of a set of Safe to Fail experiments.

I wish all of the research in my field (a Humanities field) could be made gold Open Access for the good of the public and to advance the profile of the research. Perhaps there are a few people who make money off their publications, but most don't. On another matter, every effort should be made to resist 'grand calls' and such big money research projects that 'drive' good researchers out of what they are good at into agendas driven by politicians and civil servants. The



University research environment needs to provide space for researchers to explore. As the quote from Einstein in the video says, "If we knew what it was we were doing, it wouldn't be called research, would it?" Related to this, University leaders must face down the inclusion of impact in the REF and quit using it to manage staff and their research agendas. Impact clearly favours those who manage to attach themselves to government policy priorities and 'successful' NGO and business enterprises and then endow them with 'academic' justification. This corrupts the integrity of research, violates academic freedom, and further undermines the credibility of universities in the public eye. Universities leaders need to work to abolish Impact in order to rebuild and sustain the role of a university as a credible repository of knowledge, expertise, and wisdom.

How can we ensure that user experience and evaluation is put at the heart of our decision-making with regards to learning space? Current review on NSS etc is a starting point but fails to be targeted to UoN and in response to specific queries on learning spaces.

We are reactive instead of being proactive

(and this will allow us to better provide learning spaces that are more for current and future learning needs)

Need to harvest data already available (NSS done but other data available – school/dept basis?) What data we have will inform what we ask next.

Require confirmation on who our users are as this relates to needs.

Students, staff (academic and research) BME, disabled, LGBT, WP, discipline – will all have differing needs/expectations Flagged that conversation often focused on student and academics, and plea to include researchers who often teach and/or use learning spaces.

Need also to first define what counts as a learning space before we obtain user experience/evaluation as that will depend on what/need/desire.

Traditional academic to student vs independent vs peer-to-peer learning.

Formal teaching: seminars, lecture theatre or flat style

Libraries: what type of experience do we want? Ask users...do they know, will they know without examples? What done already and can use, and what's specific to UoN?

Distinguish between the operational and infrastructure/base.

See literature for methods on how to evaluate space we have and then compare to what users desire.

How to capture user experience and evaluation? Add SEM question – evaluation of current space with sub-question to state room used and how could learning space be improved to support learning experience Recognised that there can be aspects of a space which are difficult to quantify/ pinpoint what is 'good'. This also feeds into what are our needs (and how differentiated depending on the user) Survey offered through SU in consultation with teaching staff (assumed more update is through SU)

What is your favourite space?

What makes this your favourite space and how does it help you learn?

User-defined re what are our spaces and what do we need more of.

Deliver teaching

Studying

Community space engaging in own/peer-to-peer learning

How to interpret it?

Lots of different rooms (size, offerings) and need to make best use of space so identify universal requirements.

Then 'classes of learning spaces' which are specific to needs by discipline; geography, design, lab, formal teaching, flip teaching, etc.

Ideally need to question and review literature to define what has been done/ in progress in terms of what is offered and how to obtain information on user experience, and how to evaluate user experience

Offer varying lengths of degree: for example, shorter intense learning over two years and also extended degree courses with more placement opportunities

Placements should be included in the overall degree mark, that is, count ,and should include a report on reflective learning.

Learning in a lecture hall with 150+ students isn't great value for money. We should place greater emphasis on lab, design classes, workshops and smaller group working.

We should tailor degree courses to the needs of employers more. We should get them to sponsor/endorse degree courses.

Learning teaching and assessment: I don't see why the 'general big picture' on this

should change. But students will surely be a good source of ideas. I suppose they are being consulted to, for example, via the SU.

The challenges we face may not be the greatest from traditional bricks-and-mortar universities. It feels although we are being challenged in areas that can remove our reason for existing by large online organisations who may choose in the future to disrupt education.

Employers are part of our authorising environment via endorsing our output of graduates. Positively, they use the degree classification to reduce the variety of potential employees, something that our competitors may find to copy cheaply. Negatively, they suggest that graduates are not ready for immediate useful employment. Whether competitors can solve this problem better than we can is something that they will be experimenting with. It may be wise for us to experiment with this too.

Since challenges are to the sector, responses from the sector may have most impact. These could strongly highlight the parts of education that are difficult to replicate, and that are hard to dismiss.

These can be seen on the Wardley Map for Undergraduate Education.

We could have a collaboration strategy within the sector to promote the things the competing online providers cannot provide, and a different strategy with competitors to this sector. This strategy could be part of a suite of safe to fail experiments, carried out as suggested in the Cynefin Complex Adaptive Systems framework.

Competitors in the education sector may also try to alter the needs the user has to more suit their offerings and to make ours look less useful. In this way they change our authorising environment. Examples may include competitors offering online certification advertising the companies that employ students with that qualification. Companies may be approached and offered incentives to employ graduates of alternative courses, and students may be offered innovative funding models. There is already an online programming course where the fees are only payable once the student is in employment, and courses with guaranteed employment <http://time.com/money/4711742/coding-bootcamp-apprentice-revature>.

Universities should not encourage short-term thinking, in terms of economic benefits. Of course, they are free to commercialise immediately exploitable ideas, but that should not be the primary focus. Research towards a common long-term goal, in groups of academics sharing the same facilities, is probably more efficient, and enables some sort of a “peer review” from the moment the group chooses an idea to work for. To encourage this, perhaps we should not focus on rewarding how much funds one individual brings in as a PI, but place an emphasis on group achievements. This should not exclude individual ideas, but perhaps go in parallel with these.

Research studentships are the bread and butter for research. They do the fundamental research that can lead to industrial support and further funding. If you want international level research you need continuity of research over a number of years.

We don't maximise the benefit of research funding, partnerships and collaborations because we don't provide the necessary support at the right stages. Academics need to focus on delivering against the funder's expectations but we don't

spend enough time considering what we internally want to get out of a grant and how best we can exploit the outcomes. Academics have to worry about follow-on funding, retaining their PDRAs, writing papers, starting the next grant and don't have the time/expertise/support to look at knowledge exchange and exploitation. More research development, technology transfer and project-management support could help with this but there is sufficient resource in these areas across the University.

How does most research, that is done in this University, directly benefit the majority of the students and staff in this institution? There are so many resources and focus directed into supporting the research of a few, are there any tracking of direct tangible benefits and is this information shared with the university community? There should be better focus on the quantity, quality and focus of research in this university.

The case must be made to government and the public for humanistic education as helping young people grow intellectually to be healthy and responsible members of families, communities, and the wider society. The government's obsession with

salary outcomes of graduates must be challenged as reducing the human being (with intellect, emotions, and familial and social relations) to an economic being, which is a fundamentally destructive to human identity and our earth's ecosystem. We need to put curiosity and joy back at the centre of education.

This is too often through media and would want UoN to be transparent in engaging directly with students on what/ why and how we use their money and communicating clear messages on how environment, CPD, library resources, campus environment, even sports facilities are there to enable them to have the best student experience and teaching, for example, sports for wellbeing. Nottingham Trent University was identified in the media as being one of the very few transparent on where the money goes. Below summarises a lot of the questions raised in this provocation (from Senate roundtable activity in November).

We could introduce work shadowing/ placements for undergraduates to gain exposure to research. I never knew what my academic staff/teachers were up to on the research front – they went on leave and we lost touch. UG/prospective

students need a reason to care about being at a 'research-intensive' University,

We are a global civic University, we could maximise our dual missions/USPs.

We could engage with industry to ensure research is funded into the future as teaching income and research awards are unable to sustainably fund research.

Partnership: essential for REF are research outputs, need to work with NHS, industry.

Brexit: will it stop/hinder international collaborations?

What external sources do we bring into teaching? Academics spending time in industry and bring the knowledge back in.

Commercial companies come to use for impartial expertise and world-class facilities. They can ask for analysis of problems or challenges.

Chicken and egg re the benefits of collaboration and competition in relation to PI. Are we giving away potential long-term income?

Come to us for the people, facilities and expertise. Need to market this.

Meet to facilitate increased collaboration with institutional partners.

Exploitation of commercial research.

We should measure (in RIS) individual contribution of academics to publications, not just by 'lead author' stats – to incentivise collaboration in research and identify high performers effectively.

Our graduates advocate our research once they leave us so we need to maintain our research-led teaching and ensure our alumni are aware of its benefit.

We could acknowledge the complexity of what research is, communicate better (for example, climate change). Better and deeper understanding interventions to make a difference, through people/co-creation of research/collaborative approach (not commissioned).

Our research should be lived and breathed through the curriculum. Our academics should be teaching their research to bring it alive to students and show the value of their research.

What could we do to ensure we are fit for the 21st century? Ensure broad portfolio of studies in theoretical and practical

programmes. Fit for industry but fit for independent thinking.

We could have a teaching output for each Beacon.

We could be more creative to join-up teaching and research and give people time.

Do we channel the importance of research in our teaching? Most UG teaching is not at cutting-edge of research.

How do we respond is the challenge that we do not do research-led teaching? We do research funded by teaching?

Research during first degrees. Now in almost all subjects (not so when I was an undergraduate) especially fourth year of enhanced first degrees means significant percentage of population will have some understanding of what research is. Open Access (for example, Plan S) could make a big difference to public perception of research

Does research inform teaching? In some disciplines, yes. Probably differs by disciplines in terms of employability skills – are research skills useful? In some careers most definitely, in others, not.

More inclusion of students in research process. Some active researchers do not do as much teaching; the research benefit is not passed on.

Does research differentiate us from online providers of MOOC 'education'. If we 'close' research we lose a differentiator with them. Research-based teaching is a strategic differentiator.

We should be closing courses that do not draw on research from the subject group/groups; this does not mean every academic needs to undertake research and teaching just both worlds do need to connect. Further, the public has an odd idea about what research it approves of. Much research is mocked. For obvious reasons, medicine is not. Equally, technology is not. It is interesting to see what other areas are not. The study of dinosaurs is not – why? Equally all astronomy is respected. Why? Much other research is mocked.

We could do a better job of explaining the value and impact of our research to the public (not just in assessment exercises). This would help increase the perception of HE in the public discourse. For example, how about short videos by academics

explaining their research and its impact in an accessible way.

We should be giving academics more obvious platform for talking about their research to general internal audiences.

Explain the purpose and benefit of research better to the public and its impact on daily life.

We need to make the 'community' aware of the research we do and the potential impact that can have on the environment.

Acknowledge the complexity of research and promote a better and deeper understanding of research and create interventions to make a difference.

Our research could impact real lives and we should celebrate and communicate this.

Research into Humanities, for example, English, History, particularly hard to justify to the public but there is a huge interest in such subjects (TV programmes) so we need to get better at sharing it to wider public.

Develop the understanding and public perspective of non-scientific research. How is this used in industry?

Research in conjunction with enthusiastic now specialists now popular, for example, monitoring extent of different species. A good thing! Brings public into University work. Often easier in the digital environment – even more so with apps on telephones.

The public still struggles to understand that universities carry out research, for example, belief that universities have long holidays.

Need to ensure outside world understand the benefit of research and what it can do,

We need to provide a forum where we can show internally what we are doing, who is doing it, what people's interests are. Students can see more about research/staff/people to ask and it will be a good toolkit for selling the University.

We could become a publisher as a University – would break us out of the current reward system.

Need to communicate what skills and research people are doing. Academics in the same schools do not know what each other are doing let alone across schools/faculty. Need an intranet.

Quora – an expert answering your question – similar service from UoN?  
Giving back to community, communicating research to public, reference point.

Is quinquennial review something that our research activity should be required to respond to?

Have to become more commercialised for sustainability but difficult when values are about open sharing and knowledge transfer. Shout louder, how do we get the media on our side? Make the programmes. Online presence.

Government policy to invest in knowledge-economy. Challenge-led research, balance/dependent on fundamental research.

We could give funding for 'blue sky' research rather than challenge-led research.

RFF model of funding constrains us. Have we any choice?

Submission of successful bids for research.

Project Transform took away some academic support for teaching. Do we need to establish more support?

Make it easier for researchers (and those

supporting them) to access professional support on research. Everything is currently organised by department/service not need.

Recognise that the best research is dependent on a strong, robust and broad-based infrastructure that enables ambition and adventure and outlines the controls that need to be in place.

Use our research to solve real-world problems (most of the Beacons do this). Putting our money where our mouth is.

Thank you for the opportunity; this is itself what makes being a University special.

Is it subject dependent?

We should be rewarding excellent teaching in the same way as research.

Potential for a five-year review. What have you done in the last five years? What do you intend to do in the next five years? And then funding dependent on results. We could treat academics as employees!

Academics to be reviewed on their basis of research output.

Treating academics like employees.

Systems and info (on structures/people) are a barrier. We could minimise the discrepancy between APM/Academic: academics are allowed to say no, APM are not. So we have to work around them being difficult: put us on a more equal playing field. We can be pulled up in PDPR for things an academic never would be. They have clear routes for progression, whereas we are actually held accountable. The differences need to go.

The (lack of) connection UG students have/make with research: we could call all dissertations 'research projects'. We could support best practice among colleagues on how to integrate and showcase their research in their UG teaching.

Calling undergraduate dissertations 'research projects'. Rewarding research activity should not just apply to post-graduate students and academic staff, but also to undergraduate staff. After writing a dissertation (or even before) it would be great for students to feel like they are actually engaging/contributing to an objective of the University, which is research. Maybe an internal publishing network for UoN students. Encouraging students to read other students' research? Possibly also introducing research projects

much earlier on in a student's degree (rather than just in final year, like most). For example, I did an Economics degree, a subject area which I would consider to be research-heavy, however I did not feel like I experienced/engaged with any form of research of my own until writing my dissertation.

Develop a student research scheme where academics create proposals and UG students bid for it and then get funded to complete a research project with outcome, for example, poster at a celebration event.

Encourage UG students to get a better understanding/a more-rounded experience of being involved in research activities.

Systematically identify talented undergraduates who are undertaking high quality research and encourage them.

Make students feel like 'researchers' as undergraduates in that they contribute to knowledge in a tangible sense.

At a University level we could have a festival of undergraduate research (and a University-wide journal).

Involve UG in academic research in a more

tangible way than through the possibility with dissertations.

REF impact is changing behaviours. Majority of academics love the research area of their work.

Is there protection around research?

How do we balance research leadership with other forms of academic leadership (teaching, citizenship, etc) in the University?

There are a lot of researchers across the University, but is their research contributing? This needs addressing.

Consider how will 'protect' research in face of teaching's bigger income-generation.

Next Beacons of Excellence: what are they/sustainability of current Beacons?

Beacon-orientated research: will they evolve to the next priority area? Who will add the intellect to allow changes of direction?

Will universities return back to research-led institutions if caps return to student numbers and reliance on teaching income?

We should gather a really broad range of research metrics. Participating in peer review and supervising PhD students are as valuable as money and prestige publications.

Encourage staff to add skills and interest (including research interests) to Office 365 Delve to allow staff to find others with the right skills for research and project teams.

Research and KT: we could provide research/teaching staff with a rota where one year they have sole research workload and the following increased teaching caseload.

Feels like you have to be Superman/ woman to manage both research objectives and a teaching load. Better digital teaching might help. Massive tension between teaching and research responsibilities needs to be addressed.

Do more to empower people to work collectively to do more adventurous and ambitious research recognising the right to fail.

Have photo campaign around campus to promote our research – in all disciplines.

Disseminating is an active part of what

we do – help people to use it. Ethical dilemmas: “as open as possible, as closed as necessary”. Mixed approach: what is appropriate? We want quality research and we want people to be able to use it as open data. Personal gain?

Work harder to achieve a better balance between pure and applied research so that the pipeline of knowledge does not dry up and remains healthy.

Ensure that not all our research is applied. Need a mixture to be sustainable.

Allow academics more freedom to do ‘fundamental’ research and not performance manage to annual targets.

Be supportive of fundamental research and give academics time and space. There may not always be a clear peak of research.

Give academics more freedom to do their research and not constrain them on bringing in funding and continuing to bring in funding or insisting they do teaching.

Sustain a balanced portfolio of fundamental and hybrid research. Breadth and depth: bring different cultural perspectives to research, for example, international collaboration

Be clearer about what we value from our researchers and allow them a range of ways to add and measure value.

The loaded language of modern academia, that is, Knowledge Exchange – sharing knowledge. Tech transfer – offloading commercialisation.

Some areas have a greater challenge to justify research. What is the value of research into place names? Public interest, impact, enrichment, accessibility, are all commercial aspects of this.

Give more information about how to do research, get students involved more in research. Not sharing too much, keep research close to University, it may turn out to be a profitable thing. Need money for research but is research worth it?

A difference, and potential selling-point of the University is an ‘ideas factory’ (in a machine metaphor): if we do not keep this, then our offering may not be sufficient to keep us viable.

Some knowledge has commercial value and the University should benefit financially. Other knowledge/research is for the greater good and should be free and shared widely.

Value of Arts-based research to society? Close down and become teaching only? English/Science research subsidising Arts research.

Why do research that has no financial return? Cultural enrichment. Moral guidance –how far should AI go?

Capturing author contributions to outputs; promoting expertise effectively; investment in internal communications; celebrating research success (making researchers valued for their efforts); more opportunities to hear about research that’s going on across the University; understanding research processes, passion and love for research.

We could change the culture around publication. “As open as possible, as closed as necessary”. Need to dissociate publishing in Nature from easy hiring and career success (for example, DORA).

We could do more to encourage and enable bottom-up mission-driven research.

Why research with universities? Possibilities to find answers/or ask different questions; discovery; independent; multi-disciplinary solution/approach; international collaboration; test



hypothesis/allowed to fail? Market failures versus public good – social/economic; open innovation model; different perspectives. What is the next trend?

Balance portfolio – fundamental research, for example, Oxbridge/hybrid research. Breadth and depth bring different cultural perspective.

Mundane research vs innovative disruptive research? Difficult to do it alone.

Research enhances teaching but teaching income supports research. Attract better/ specialist academics if they can pursue their research dream.

Are there ways academics can have more strings to their cache?

So do some academics not want to do the teaching side and focus on their research?

More named people in applications, so that they benefit at report stage.

Difficult to ensure staff have sufficient time for teaching and research. Need to reduce workload to ensure quality. We could put better systems in place to facilitate efficiency/clearer processes/ time-out for research/focus/better use of digital teaching.

Time pressures between research endeavour and teaching – conflict of students at the heart message.

We need to be mindful of the conflict on an academic to teach and research. Support researchers to input their teaching material but not necessarily deliver; teaching-focused staff.

We could be more innovative and creative, to join teaching with research, give people time to research

We discussed that students may not see connection. Personally I knew that some of my modules' content was influenced by my lecturer's research, however I did not really see a link beyond then. As a student applying to a Russell Group university, expectations regarding my engagement with research was very far from the reality. Internal student network for publishing undergraduate research? Shadowing?

Relationship between research and teaching can be great, inspirational, passionate teaching inspiring future academic endeavours. But is that what students see/value at entry? Lost in league tables.

Research and Teaching. Russell Group

universities value research-active teachers (not just in fourth year of enhanced first degrees). Not obvious to me that their students value this equally.

Students find it intimidating at first – they do not understand it or how to do it. Marketing and communications to customers of the benefit of it and why it is important for a University to do research

Candidates hopefully would come to us for our reputation, diversity and experience. To develop future research and ensure a better opportunity and outcome then if that candidate was to go elsewhere

Teaching is enhanced by being taught by researchers at the cutting-edge of their field. Attractive to students.

Raise student and staff awareness of the different research being undertaken within departments – encourage students to find out about the research aspect of the University and exchange knowledge.

I suggest you revise the questions for this provocation as it is asking us to reflect on what is happening rather than suggest what we would do differently in the future.

Teaching more commercialisation/

knowledge exchange skills to researchers.

Are we really providing research-led teaching? How do we know? Do research-led degrees enable students to gain employment in research led sectors. If not, why not?

Maintain an independent safe position where industry, government, society can work with us in an unprejudiced way.

Outsource fringe research.

Break down boundaries of collaboration and competition by establishing regional/national centres of excellence for niche research/growth industries, for example, cyber security as finically sustainable.

Why do we still have APM-only conferences (split into levels)? Why didn't we do this work across PSDs and faculties?

Make internal and external collaboration an important factor in promoting criteria to avoid people becoming self-focused. We would also have more flexibility about promotion where staff have a different background, say 20 years in industry.

Apply a relationship-management approach to the University-wide pool

of academics who contribute to PPI initiatives so that patents can be shared from project to project and are not lost when an academic leaves

We should be collaborating across disciplines to tackle the big problem facing the world, such as sustainability, climate change, population change, populism, extremism, fake news, misinformation.

Can we use research to work with industry more – could we use industry partner staff on projects to work with us (in addition to what they pay to part fund the research?)

Mutually beneficial partnerships work when both parties see the benefit.

Think about new ways to deliver research-focused teaching to create greater numbers of teaching – only or research staff which would then help with greater flexibility in delivery of different ways of getting a degree, for example, online, two-year, part-time - this builds workforce flexibility.

Ensure we are aligning all of our research efforts on a global/industrial challenges (that is, where the funding is ) and promote widely to raise the profile/reputation of the University.

Prioritise collaboration with our alumni; make it routine to work with them and use their networks.

Use alumni/graduates to open doors to research and Knowledge Exchange; build those relationships. Alumni want that to happen.

Train academic to relationship manage and be part of a wider team.

Partnerships – we should beware of China.

Adopt and follow research funding by working with business.

More links/interaction with the outside practices; this happens in the Ingenuity Lab.

Ensure research is filtered to curriculum.

Simplify the ability to upgrade course material in months not years; keep it current.

All courses offered must lead to research.

Ensure teaching reflects the latest research.

Find ways to make it easy for academics/researchers to keep modules up to date with the findings from research.

Ensure new research feeds into teaching – make it easy to update modules.

Ensure that our core course offer is informed by our research knowledge and market needs.

Ensure all our degrees and modules contain the latest research knowledge so students are leaving UoN with the best up to date knowledge.

Ensure that design of teaching programme includes the research that the University does. Dementia care training, for example, includes outcomes of research into best ways to communicate with people with dementia.

Enable researchers with access to the latest tech in a safe way.

Could we use virtual and advanced reality to enhance Knowledge Transfer? Knowledge is useless unless its user is educated and shown how best that knowledge is used to advance things.

Universities need to fly the flag for experts. Knowledge and experience is losing out to the current political climate, we need to champion evidence and challenge rubbish.

Publish our mistakes/things that didn't

work to help others not repeat the mistakes.

Promote the fantastic research that is being done – in an easy to understand way that invites students wanting to study here because of the innovating things that are happening by the cutting-edge lecturers

Shout about our integral importance to global blue-chip organisations as an extension of their RandD excellence.

Promote the research we do (many people are not aware that universities do research – just a place where students go to get a degree).

We need to communicate more about what we research on what difference it really makes.

Needs to be a real push for the purpose/influence/lobbying potential and implementation of research to be considered in detail at the project conception stage. Consider what links with other organisations/MPs/community need to be made at the very outset.

Make more of the research; tell the story in an interesting way and share widely.

Bring media into Uni and show them our

faculties and how they contribute to science/medicine, etc – the benefits need to be more widely seen.

Try to replicate the success of YouTube channels like the Periodic Table. 60 Symbols, Computerphile, in other disciplines like Politics and Economics, to provide a reality check in a world of fake news.

Societal shift away from expert advice so really focus on research stories that demonstrate real benefit to normal people. Get out of our echo transfer and constant populism by demonstrating our value to everyday people not just our current fans.

Be proactive with the Press; invite them in and share our research areas. Literally invite the FT into the Business School and give them the floor.

Exploit (research) what we do internally and in the community.

Tell the stories of our research better and how our teams deliver this new knowledge.

Identify and promote our experts on line. Highlight key expertise unique to our University with web space specifically for

this. Ensure staff profiles are up to date.

Offer academics/researchers training on how to communicate their research in lay persons' terms for public engagement/ website/brochures/social media.

Invest more in the promotion of our research; videos, social media, advertisements, posters, on campus, websites, etc, to engage our stakeholders to sponsor/find/collaborate/study with us.

Revamp the research web pages to ensure our stakeholders can find academics to work with/be supervised by/ sponsor (for example, clear research areas, faculty info and contact details).

Prioritise local engagement to develop our place through economic development and our civic agenda.

Promote our success in research more and outside of the University.

Research should be inspiring to funders, public and students,

Is there more we could do as a sector re trying to change the focus and move metrics (HESA, REF, TEF)? Someone who is teaching-focused might not feel able to transition to research due to the

requirement of REF. These metric can constrain us but equally are mandatory. Are we asking other HEIs how they are achieving this? Can we lobby the bureaucratic metrics that govern us?

We should develop a bigger portfolio of commercialised IP research spin-outs to maintain a good ROI for the Uni to reinvest

Establish a way of ensuring we are maximising revenue/income opportunities from the research we are doing in order to reinvest into research and teaching.

Research that doesn't deliver a resulting product, can we bank the valuable data and sell it? A bank of failed knowledge; let's monetise the data for re-use.

Get applied/external-funded research opportunities funded. Be more bullish on what we can get funded. Don't give so much back to funders that we will do such-and-such for free.

Increase our commercial income to help fund more research.

Prompt academics to update their staff profiles with core research areas/group they belong to/up-to-date contact details.

Make sure staff profile is up to date. How

does someone know to research/where to look? More showcase of research: UoN research wall? Explain (promo/comms/marketing) what has done well.

Why are we doing research? One of our main sources of income; reputation; ranking in league table

Sell the fat, that's what we're here to do – is change the world. Lift our eyes up to see how we all contribute to developing and moving the world forward. We're here to improve society through research and students.

The purpose of the academy is progress and importance of society. Research should reflect this.

Should we be a comprehensive University? Should we close some schools/research centres and focus on others?

There are some massive global challenges which are captured in the UN sustainable development goals: these are the mega trends that will attract research funding (future food, water, energy, health) why not align our strategy to the \*\*\*\*

Stop being scared that a certain academic will leave. Research needs to be connected

to the strategy as well as what individual academics want.

Push forward the boundaries of knowledge, create value by having the two together? Collaborative spaces.

Should publicly-funded research be purely for the public good and commercially; funded research be for commerce?

Build our knowledge base to help the future, to change the world for the better.

Put the research at the forefront of our critical thinking and teaching.

Research should solve problems or gaps.

Should be incentivising people to develop curiosity and skills/drive to do research.

Fundamentally change the academic promotion criteria so that research outputs and income are of no greater importance than knowledge exchange.

Reward and recognise academics for what they do well, focus on their energies on this. Let others do the things they are good at but ensure everyone has equal opportunity to progress. If the work is important let the people who are good at it do it.

Allocate an appropriate amount of time for academics to do trips/University research. This is dependent on the funding we require. So in some areas where the funding is all/part-funded by the University researching is high they will have to do less.

Change the academic workload model to prioritise external relationship development, from which research grant proposals can be developed to solve real-world business and societal problems, with a clear pathway to impact which will ultimately lead to an increase in grant VQR income. But start by building the relationships that allows us to identify the challenges in challenge-led research.

Focus on our research around Beacons and research that we have already chosen to focus on, and research that is directly connected to enhancing teaching. \*\*\*\*\* individual research fits into this; we should stop it and reduce our research community accordingly.

Focus on fewer priorities; focus on the research priorities and not find/support things outside of them.

Challenge the disconnect between

strategy (at the centre) and research/teaching action in faculties.

Is research seen as an opportunity for all? Or a prestigious activity?

Look at both global challenges and local issues.

Is good research always collaborative? Do we reward only research which is collaborative. What about research for research sake and expanding knowledge

Safeguard – and champion – pure and fundamental research because that ultimately builds to applied research. And there's a strong parallel with Arts/Social Sciences as against Science/Engineering/Medicine.

Do we actually promote research or are we putting pressure on researchers to bring funding in?

Don't be afraid of failure; research may not produce the expected outcome but we can still learn from it.

Safeguard pure research that doesn't necessarily have an obvious or immediate impact.

Challenge the purpose of research roles/

multi-disciplinary teams to support systems for R and ICE. Alter roles so people can do just what they're good at, so not have to do admin or project management.

Look at the research portfolio as challenge-led.

Should research be driven purely by industry and academic interest? Doesn't it matter what ordinary people want and are interested in? Have we got the balance right between the considerations?

We should encourage research without a commercial income.

We expect our academics to be good teachers, researchers, mentors, administrators, leaders, personal tutors. We could find a model that allows academics to focus on fewer of these areas to do what they do best.

Recruit a proportion of our academics on the basis of their industrial experience to broaden the skill set we bring in.

Separate teaching and research to enable better specialism /service/ efficacy. Schools – teaching only. Research Beacons – institutes – research only. Can

academic staff deliver both teaching and research in the best way or should they specialise?

Discussion between teaching and research and admin is arbitrary – roles are fluid but structure of University personnel is rigid.

Have specialist teachers (who don't do research) and some specialist researchers (who don't do teaching) to improve the overall quality of both teaching and research.

Ensure researchers receive sufficient support on how to teach.

Reward teaching and research however let everyone do/focus on what they are best at. If a scholar is a great researcher let them do that and bring in excellent educators to teach student. The researcher can do some guest lectures for example, but the idea is to gain competitive advantage by having a strategy that lets people do what they are best at.

Split teaching and research? Move forward to a US model – first/second year taught by PhD researchers, specialists teach modules.

Teachers fall back into lecture/essays

because it is easier for them to timetable and mark. Culture needs to change that students come first .

Tell our students what our academics research; they aren't just teachers of chemistry.

In the way University represents its research-led teaching, students don't understand that the league tables are valuing the research and teaching separately. The overlap, where it happens is not emphasised enough. This could attract students and motivate them. Millennials wants to change the world.

Use our research power and reputation to attract students to the University.

Research: purpose/income, small and big impact. Are we maximising this – probably not. Are we promoting research within our students? They leave the Uni knowing the latest research.

More support for early-career researchers on research (for example, PhD support) and teaching/research workload balance.

Attract junior researchers into projects.

Support time allocation of young staff to conduct research.

Encourage cross-faculty dialogues, conversations and research collaborations.

More partnerships to be engaged.

Better share our research facilities internally across faculties and possibility with the wider community.

More engagement with UK campus and more collaborative research with three campuses.

Support international staff to network with Chinese research community and write proposals in Chinese.

Involve students at all levels to engage in research activities.

Better match the research focus of staff with what they are teaching in the class.

Put students at the centre of everything we do, including research.

Encourage more research-led/research-informed teaching.

Involvement of students in research.

Teaching will be benefited by research activities.

We should encourage support and reward

staff to promote greater translation of research output, to make it more accessible to practitioners and general audience, for example, TED/practice-oriented journals/executive education.

Get the best researchers in the classrooms.

More T&L type of research.

We should have research-informed teaching.

Aim our research output for open/transparent. Share and communicate our research output with the wider society.

Make a public declaration supporting responsible research assessment.

Research output (publication) is free to global world.

Encourage research that has greater impact on the society.

Take advantage of UoN branding and have more collaborations with UK and Malaysia.

Encourage more Knowledge Transfer activities and sharing with the community.

We need to strengthen our capability to acquire resources for research.

Support staff international staff in applying for research funding in China.

Provide research platform and build research connection.

Award and recognise research excellence/researchers with great output.

Ensure we retain rights to research.

Support different levels of research.

Develop supporting system for young and junior researchers.

Have one research centre across campuses, sharing cross-campus resources.

Systemise research profile database. Better support/understand individual research needs/interests and allocate resources.

Encourage more diverse forms of Knowledge Transfer (such as Continuing Professional Development and company consultancy projects).

Leverage the economic strength of China and the strong research disciplines in the UK to drive mutual development.

Given the size of the campus, we should

find the right positioning of our research strength and put more focus on the quality rather than the quantity of our research output.

Focus on the real quality of research and leverage our international feature.

Take advantage of the UoN strength in Social Sciences/Humanities with emphasis on the local context/relevance.

Make best use of research output through encouraging knowledge transfer activities.

Encourage practical and meaningful research while recognising research that may not have immediate impacts.

Be more visionary about our research by looking at the long-term future impacts, rather than being technicians.

Focus on the quality of our research.

Engage Professional Services staff in research, using research skills to improve their practices (Student Engagement Office as an example).

Generate curiosity among students and push the boundary of knowledge even for students at undergraduate level.

Promote multicultural experience through better integration of domestic and international staff.

Forge closer collaboration between student societies and the University to drive initiatives such as student integration.

Create more awareness on cultural differences.

Develop more learning and social spaces for students and staff.

Have more private spaces for staff to conduct meaningful research and have sensitive conversations with students.

Push more on the green agenda to increase environmental awareness among all stakeholders (students, staff and businesses) on campus.

Provide more support for our campus community of staff, students and children through space improvements, wellbeing support and social events.

Give students more access to University spaces (through classroom booking) to conduct learning and social activities.

Ensure our information systems (Campus

Solutions) work and are state-of-the-art.

Engage more with the local community (possibly with aid of new technology) to share our practices, teaching and research aspirations and achievements.

We should better communicate the value of UNNC to students, parents, alumni and the wider community.

Radically transform how we present Ningbo, Zhejiang and China to the global audience (by improving our website and other engagements).

We should better use technology to support quality distant/tri-campus communications and engagements.

Make the University a more open and welcoming space for external visitors.

Establish partnerships with top Chinese universities to share learning resources which would benefit both staff and students.

We should have more cross-faculty conversations and research collaborations.

Encourage, support and reward staff to promote greater translation of research output, to make it more accessible to



practitioners and general audience (for example, through TED talks, blogs, practice-oriented journals and executive education).

Support and promote open and transparent research to enable sharing and communication of our research output with the wider society.

We should better leverage UoN's research strengths, encouraging cross-campus research collaborations while reflecting the local context and relevance.

Encourage and engage Professional Services staff to apply research skills in their work to help improve their practices.

Systemise the research profiles of our staff to better match individual research needs with University resources.

Provide stronger support for junior and early-career researchers to conduct research and balance teaching and research activities.

Provide stronger support for junior and early-career researchers to conduct research and balance teaching and research activities.

Preserve University Park as a green space.

It is one of the great campuses of the world (it really is!) and is one of the very best aspects of being here. Students (and applicants) consistently flag this up.

Give stronger support to international staff in applying for research funding in China.

Establish mechanisms to better recognise high-performing researchers.

Strengthen the sharing of research facilities internally and possibility with the wider community.

Have a public declaration supporting responsible research assessment.

Encourage more research-led/research-informed teaching.

Involve students at all levels to engage in research activities.

Given the size of the campus, we should find the right positioning of our research strength and put more focus on the quality rather than the quantity of our research output.

Be more visionary about our research by looking at the long-term trend/impacts rather than short-term technical issues.

Strengthen our capability to acquire resources for research.

# Campus Life

A university is a community of scholars first and foremost. Buildings which allow space to think for academics and students are essential.

We could provide staff common room spaces in all buildings – it would promote exchange of ideas (yes, research!), smooth communications, well-being.

Too much needs decoding, for example, Latin on the clock tower. Forget the other campuses. Staff space – community. Who comes on campus. Need space to exist non-instrumentally. Outdoor classroom.

Public spaces – they feel differently on different days. I will definitely say that the weather is our campus best friend and facilitator. Come here on a sunny day and you will want to come back and study/work here! Recently – increased spaces to sit/work – mostly open spaces within the teaching buildings – increase the sense and feel of inclusion. But, there is a problem with communal places for staff. I was told, for example, that I can't access the staff kitchen in George Green Library on the basis that I am not based in their building, even though I am teaching six hours in that building in one day. Teaching spaces – takes too long to rearrange the

sitting arrangements. Useful programmes (for example, Turning Point) was removed from PCs in teaching rooms and replaced with Echo extension which doesn't have what we need for interactivity.

What about merging with Nottingham Trent University? They have some lovely buildings in the city centre.

Have teaching rooms with layouts to encourage group work and discussion rather than maximum numbers. No more rows of desks!

Devote more time, space and resources into pastoral care, and a more humanised and humanising relationship with our students. We could train and support staff to offer pastoral support.

We would maximise the opportunities for city people to feel able to come onto campus and not to feel it is disconnected from the life of the city

Lakeside is great for public engagement.

Be more like Nottingham Trent – open to the city. Make more of Lakeside Arts as a gateway onto campus. What do our different campuses represent? Different stakeholders; students, staff, external

partners, visitors – six campuses with different purposes. More joined-up thinking in local community. Consortia of Universities – Russell Group, M4C etc: can more be done in this area? Health and wellbeing, personal development, campus life.

Importance of Wonder in bringing people on to campus; city, staff, students, external partners, visitors. Use of evening classes. T&L spaces need attention.

Unique thing about universities is that lots of different things happen in one space.

Sports centre; a link to the public.

Are there enough social spaces for staff to meet on campus?

Are there ways in which our “plant” and estate can be more accessible and better used by our local communities?

Variety of facilities all in one place. Many different people/institutions/businesses that a uni can be involved with – which do you choose?

Website and MyNottingham are better/ok.

We could have administrative centres in schools and departments.

We could have higher quality catering.

Though not really discussed, in truth, one of the big issues facing the Uni involves the centralisation of administrative services, that is, the organisation of administrative space along ineffectual centralised lines. It's about interface!

We could check EDI, that is, our public materials/signage. How good is signage for wheelchair users, etc?

Signage could be better. Some improvements but lots more could be done. "If you have to put extra signs on Open Days, then your signage is not good enough"

We could have enough teaching space. Lack of space is hamstringing everything – timetable event affects ability to fit in research (if your teaching is very scattered), so major issue.

Have (free?) bikes to make it easier to get around and between campuses

Improve signage on campus to make it easier for everyone – students, staff, visitors – to get around.

We could recalibrate to put the focus back on staff-student relationships, (both APM

and academic). In-school student services (it is what differentiates us from online/ distance learning and makes the most of staff expertise – both APM and academic)

Campus – a place set apart from the city? We could bring the city more into the University.

University as "safe space" in a certain kind of understanding. Our campus as an "open space" (weekends/parks).

Sense of a space "set apart" should be returned – campus is unlike retail, residential, religious, etc, space. Open spaces are valuable.

Student "experience" is not experience – it is homogeneous. Delicatessen?

Student Services – in-school vs centralised. What do students think?

Student Services – the worst decision ever! Go back to the individual dedicated to the school/department offices with dedicated staff who actually know what they should do!

We could restore Student Services to schools.

We have not come up with much that

is not already on the to-do list of the University.

Open safe space for discussion.

Fundamental purpose of University spaces should be to provide a safe learning environment where students can develop and grow. Should also allow them opportunities to explore spaces external to the institution.

Value more the other uses of University spaces such as meeting up, socialising, working together, becoming part of a community as these become more important.

Fundamental purposes: to have fun, share, sport, learn (staff/student enjoyment).

Self-sufficient community, safe.

Encourage learning.

Spaces: T&L, socialising, fun, public, amenity, safe environment, research.

Self-contained community.

Space that makes people feel good to be in and a safe place to learn/share ideas.

A safe place to freely express ideas/ explore with others of a diverse group –

group enrichment of individuals who come here.

Social and campus life helping with study.

Public place.

Sense of community/belonging.

Open and welcoming for a lot of people.

Peculiar. Like a little town – all amenities in one space, for example, dentist, doctors, shops, gym, living areas.

We need more multi-functional spaces that can adapt to different needs.

Look more at repurposing and updating as oppose to expanding, and preserve green spaces as these are highly valued.

Have an Engineering heritage/future museum to be proud of.

Preserve the beauty of the Lakeside and the view of the iconic Trent Building.

The campus must remain an asset for Nottingham city. You should never feel like you're trespassing when you're on campus as a member of the public.

Continual review of spaces – update where necessary and adapt.

Fundamental purpose is to provide safe secure space, to create functional space and to create flexible space.

Need more iconic historic buildings.

Green space.

Multi-use flexible space, balanced with the specialist spaces. Use of technology to suit purpose.

Easy to navigate around, well-connected environment. A good thing.

The University should continue to be a community, where learning and thoughts can be explored in a safe place. Humans are social animals and UoN should celebrate this.

Retain an open environment for UoN for student experience with other faculties.

Research and manufacturing connection needs another method of engagement.

Be with people who they can relate to.

University could become a more public space to non-enrolled persons; public lectures, schools, etc.

Increase the availability and accessibility of our facilities to the community.

We could welcome non-University people.

We could make the public feel welcomed.

Opportunities abound: celebrate the heritage of Nottingham.

Allow them to see research.

All bodies that are on a university are represented on boards, for example, Senate.

Universities to allow inclusive leadership, for example, Senate?

Improve systems and efficiency to ensure spaces are fit for purpose. Need feedback from those using the space.

Support independent/local cafes, etc. like the vegetable stand that recently disappeared.

Make Coates Café cheaper and nicer.

We need agile space to use efficiently – through efficient systems and ways of working.

Stop people block booking spaces that they don't need.

Continuously review and update resources, ensure can accommodate EDI.

Why people come to us...we are unbiased, we are not looking for results for profit. We are not afraid of disproving the original question.

Universities are peculiar because there aren't many other instances where you can explore/debate/question without implication. This isn't likely to occur in the working environment, for instance.

Fundamental purposes: safe learning/practical/accessible to all/future-proof.

A university is a place to belong to a club of like-minded enquiries (probably discipline based) – our spaces need to support this social space/cafes/home, etc.

Inclusivity irrespective of background, etc.

UoN is a community where everyone has an interest in learning.

Holistic education is not just academic but social and personal development.

Common interest/desire to learn.

Somewhere students develop socially, as well as academically.

Inspire learning, well-being and, hence, performance.

If there is a move to distance learning we need to ensure our spaces are fit for those who are not here 100% of their time. Not all will be familiar with the space and layout and we need to review the spaces to keep up with the changes.

We cannot underestimate the impact of spaces and physical resources on staff and student health, well-being and view of the University.

Try to ensure those distinctive features that make our University what it is are retained.

We could see diversity of purpose, the answer differs on “purpose” in different environments, campuses/not similar in all sites, and accessibility is an issue.

Ensure that the University provides a safe environment for students, staff and visitors to live the lives they choose. But encourage independence and resilience with respect for others. Ensure designated communal spaces in departments to help open-mindedness, communication and collaboration.

We could use a safe place after 5pm

Ensure that students feel part of the

community within a larger community, for example, halls of residence, schools/divisions.

Develop our campuses with more regards for what happens after 5pm and at weekends.

Create an environment that provides high morale, health and wellbeing. Environments that are well-organised, not falling to bits, plenty of communal spaces, quiet spaces for concentrated working.

To promote the purpose of the University around the LRT and research, we need to plan our spaces carefully to promote community identity.

Provide a space where people feel at home, can contribute and can be challenged.

We should be a space where entry refreshes and reignites us and the population, like going to a wonderful park or seeing a grand painting, inspirational spaces.

Have a building to house the faculty in the 21st-century accommodation, this would allow students to be taught in T&L spaces and would improve our experience.

Create a circular campus with covered “open” areas welcoming for public/visitors.

Avoid long corridors.

Like an expo or theme park layout.

Consider how our new buildings going up impacts the local community vs refurbishing on campus.

Reduce the impact of building work by hiring alternative lab space (Portakabins).

QMC is a very poor environment for staff health and wellbeing, we could improve this. Fitness/social/cross-section spaces.

We could offer our own University space as a space accessible to others.

Improve conference facilities, better service and value for money.

Focus on maintenance of existing facilities rather than constantly putting up new buildings.

Glass rather than masonry/stud walls.

Measure students going to work with companies from careers fairs as its unique peculiar export of university.

Unite with NTU and market both universities as a Nottingham benefit.

A space for chance encounters to “corridor questions”, design spaces to allow this.

Ensure staff and students are included in building/estate design

Make more use of our “safe space” areas at the campus to students/business, etc.

Create a sense of community that people want to belong to and that will support them in achieving their goals.

Join up our interactions with employers, careers and employability work with industries at scale as academics we think we are the first to work with industry.

We could have more industry days.

Be more open to collaboration, both internally and externally, to improve campus life, makes people more open-minded.

Arrange the spaces, so the teams with similar research activities work together to facilitate the collaboration.

Create sufficient spaces for conversions.

Bring people together for research

regardless of division/school/faculty.

Promote more space for informal interaction.

Have spaces where students and staff can learn together.

Invest in digital view of university.

We could “physically” open our buildings to the public (not just once a year).

Open up some spaces, for example, researchers’ night to the public.

Provide open spaces for the public.

Use our students to take the University out to the community and wider showcase our research.

We could run a Researchers’ Night (with EU funding) and Discovery Night.

We could make our real estate open and usable (with charge) to the public.

University should be a permeable space as in May Fest, give/gave value to community. appreciating University, onsite make it “our university”.

We could showcase what Uni do in the summer.

Commission a survey on how local population perceive the University and what value they see. Ask them but be less defensive.

We could show our students and their families that our campus is theirs.

We could become like an American university and have homecoming and sports events.

Put on Uni events in non-university spaces in town.

We could get more public into campuses, share the facilities of “our Uni”.

We should have permeable boundaries to our space for the public and industry.

Create spaces for the public looking for knowledge.

We could have workshops with our most recent graduates.

We could have Uni displays at the lakeside.

Invest in the relationship of the University community within the local community.

We need to support researchers specifically doing hazardous work safely and see the University as a mall. Otherwise

that research will stop. Legal burden too much for a scientist alone, need support.

We could farm out all activities not directly related to teaching and research.

Need for improved space – loads of us are in substandard space where people externally reach poorly. This impacts on our own satisfaction, there are some initiatives to solve this, for example, CBS-E developments but there are selecting certain groups and not others. We often feel close to the “nice” space (Jubilee/UP, etc) but rarely get to interact with this.

Universities need to provide spaces of inspiration.

We advertise Nottingham on the basis of fantastic campus but real estates for SOM, SOLS, SOHS is poor, especially teaching rooms. We could have a new building to improve this or radically redesign the school building.

Our spaces should not be constrained by rules and regulations. A place of freedom to think and just “be”.

We should be a broad space, not just work related, space to enrich society, for example, arts, music.

Reinvigorate the concept of the “civic” university.

We should be a space that interacts with society, breakdown “town” vs “gown”.

Our spaces should be a safe place where we can think the unthinkable and say the unsayable (very important in climate of reduced free speech).

Universities could do more to celebrate the pursuit of learning, exploration, knowledge for the greater good.

We could take control of our own agenda not be to led by industry; we are a community of researchers

We should feel like UoN is “our University” not “the university”.

Ensure the University is a safe space for students but also a challenging space to build resilience.

Use academic space to develop new ideas and be more creative.

Invest in more social spaces for staff, spaces for idea generations.

University (particular during the first weeks) is a place where students come to

do all the things that parents did not allow, parties, drinking, clubbing etc. Later in the year is a place where start being an independent person (later on as in Y 2 and 3). University is the place where you learn how to manage yourself and others, for example, rent a house, manage finances, manage nutrition (cooking, shopping), eating disorders.

Create spaces to facilitate more informal interactions and Knowledge Exchange among staff

Recognise the impact of the working environment on staff psychology, wellbeing and motivation. Design or re-design buildings to promote scholarship and wellbeing.

Create more dedicated spaces for undergraduates and ensure students on the same course have places to meet and converse.

Allow time for creative in the workload modules

Make Sutton Bonington a research-only campus and have students live and learn on UP.

Campus is too crowded; either reduce

numbers or create more space for students to study.

Plan our campus growth to provide adequate space with reasonably priced outlets.

No more prestige buildings and 'amphitheatres'

Students already pay fees – the Uni should be a protected space.

University commercialisation: protective spaces in university!

How do you build the right things for teaching and research in a planned way

Beautiful campus environment proximity to city: 'safe' environment

Availability of convenient facilities important to the students and community. Could we improve to have a consistent offering or should we embrace the differences?

Lucky to have UP – feels like a safe space, hard to extend benefits to SB, etc.

Need to ensure capacity (teaching rooms, library space, and cafes) matches demand. Hard to do but worth trying hard.

Every building should have a reception by the door to help students/visitors.

No-one fits all the space with so many campuses. SB is perceived negatively by staff and lots of students.

Build better connectivity between UP and Jubilee. Monorail Footbridge? Better hopper buses, etc.

We could have excellent indie food outlets.

Providing value to space. Desire to keep Uni slightly separate from city, 'special place' for students/staff. Want engagement but also is not the same as everywhere else.

The isolation of the campus vs city university.

At SB, take catering and accommodation back into University – more tailored offerings and better priced. More student-run facilities, for example, bar/shop.

We could not mess up our beautiful campus.

Provide more big flat areas for large events, for example, careers fairs.

University campuses for Nottingham are



like 'mini towns' with a diverse range of amenities not found in other sectors. UoN has open campuses but this is not widely known within Nottingham city/county.

We could arrange for our own buildings to be fit for purpose rather than looking superficially attractive.

Our campus is brilliant – green space!! Our buildings are not! Poor design.

We could really integrate all of our campuses, think about bringing UNMC and UNNC into the conversation.

Campus isolation – even UP and extreme on SB – vs city campuses with bars/restaurants/social opportunities and experiences.

Do students find our campuses intimidating? Isolated. Staff find it isolating, very siloed in schools. Beacons good for getting people to mingle across disciplines.

No social spaces outside of library. Students and staff require this, demanding. Could we ensure social café space is sufficient and through flow is efficient?

Social, study spaces on campus add value

for students – seems like current spaces over-subscribed.

Could we have more social space? Students often note there is nowhere to work/sit down – always busy!

More social spaces to work/study outside of library for students.

Space social, etc, for staff. Hemsley great but small/expensive.

We could have more interdisciplinary spaces, hackspaces, etc.

Make space for inter-disciplinary collaborators to meet and develop ideas.

More communal spaces for the whole community – staff, students, PostGrads, admin. etc.

Have social spaces that are used by students and staff together to encourage shared purpose.

Build staff engagement across faculties, for example, bottom-up Beacon activities

Greater access to other school/faculty activities – meeting one another and UEB/ leadership.

Engage more with community (civic

engagement), for example, through Café Connect and other innovative public engagement initiatives.

Social space. Coffee time. Could we do more to encourage face-to-face.

Create more staff/student social interaction events

Set up weekly coffee session in school for all staff in school, for example, Psychology, bring cakes/biscuits

Use our wall spaces to showcase our staff, teaching, research, alumni. Remind ourselves of the amazing things we do!

Open our University/make people aware so it is used by local community.

Encourage more community interactions on campuses, for example, making rooms available at no profit.

More engagement with community, for example, more advertising of inaugural lectures. Educational events such as regular Saturday morning events.

Cinema at SB – open to local community. SB has lost hairdresser, bank, bookshop.

Catering expensive, most expensive

brands of crisps, very expensive doughnuts, etc, and expensive coffee. Could we provide cheaper options? Have a convenience store with lots of mini-outlets!

Publicly accessible campuses and websites vs student privacy?

Make rooms available to the public for free or subsidised rate.

Student facilities should not be priced commercially – what happened to duty of care?

Stop commercialisation of services for students.

We could have a much better procurement system and save vast sums.

We need more electric vehicle charging points.

Better building planning! Some new buildings with rooms inadequate for teaching, now problems with housing of students.

The bookshop doesn't stock science books – although, that said – what point is there in a science library (except virtual).

Don't charge for car parking – especially by a mechanism that penalises families and less well-off (bigger cars/older cars).

Navigation around campus – could we have interactive boards/signposts? Web. Proper reception areas in all buildings.

Improve people and traffic flow. Interactive parking? Free spaces are at xxx... Hopper buses are full at most times.

Tram to Sutton Bonington.

Timetabling and module choices. Things must improve, this is a priority.

Correct/repair infrastructure before considering new buildings.

We could spend more on improving existing buildings, rather than new builds.

E-space need ability to filter – too many emails – info dissemination needs to be on need-to-know.

Unique features – living and working in same space – large community of young people.

Enhance staff experience as well as the student experience.

The University is composed of a very wide

variety of academics and scholars. But physical and bioscientists have completely different needs and requirements for research success compared to people in Humanities, Social Sciences, etc. The University needs to recognise this and realise that top-down, one-size fits all policies [don't] work

Invest more in staff spaces, toilets, tea-room, offices, etc, to make coming to work a nicer experiences and help staff to feel valued.

Create spaces for staff to come together with people from outside UoN to collaborate. More tea-rooms!

More student-run and student-orientated facilities – not this rampant commercialisation.

Have a consistent and affordable catering policy where all campuses have access to quality food. Get students involved? Use food sciences staff and students?

Make more of our campus environment; shared staff space and encourage staff to take time to use the space.

We should appreciate the fantastic work environment we have but could more be

invested in staff facilities: tea rooms, staff spaces, etc, (all should be Trent Building standard).

Be less corporate and more creative – abolish PDPR.

We could value all staff from all job families – we are the environment.

Space for social activity but not just space but activity, for example, compulsory attendance of coffee and biscuits.

Feed our students better: cheaper and healthier options should be offered.

Students live and work on campus... where else does this happen?

Student “community” run activities – bar/shop/community education (linked to Nottingham Advantage Awards, etc).

We could actually make students at the heart of what we do by building buildings that help us do our jobs better – fix leaks – do a consultation – don’t build stuff that looks impressive.

We could give students space with which they can identify (school-level social space)

Student space – generic space is ok but as students all want school-based space – work/socialise/build community!!

We could invest in more student and social spaces on Jubilee!

University builds fabulous looking and comprehensive facilities but this is not always driven by student-focused need. Most spaces are not always what the students feel they need. Greater inclusion in design and student feedback needs to happen rather than building what the University thinks they need.

Better match our teaching spaces to our teaching methods, bearing in mind how we will deliver education in the future

We should not be afraid to look to the long-term and refrain from judging year on year.

Campus life is not about good facilities only. It is not about physical capital. It is also about human capital. For a good campus experience, we need to have friendly, high-quality staff and students, a quality interaction between the staffs and students. Need less isolation and more human interaction. More public events, academic events will be useful.

Students and staffs need to get a better feel of belonging. They need to feel more inclusive. Better communication between the schools and University for a better planning in terms of lecture and tutorial timing, exam timing. More staff to improve teacher-student ratio.

Value community spaces.

Challenge view that UoN is a campus university. Campuses, UK, NC, MC, are all important part of University identity and brand, but this can make distance learners feel excluded.

Do more to think of the University within its various communities – geographic and those related to identities, discipline, etc, corridor, gemeinschaft and gessellschaft.

University spaces should provide a ‘home’ for our students. And should invite members of public to events, such as public lectures.

Consider ‘stadium universale’ to encourage students to have a more holistic campus experience.

Use the Halls identity.

Build community identities through use of spaces, for example, disciplinary buildings

(leading), societies, collective space for conversations, internal and external.

Use Halls structure to promote academic events/extras to connect (for example, seminars/speakers) and create a community of learning based on 'all' that is on offer.

Our green spaces are a big draw. Could we protect them more as we expand? Community is more important to most than the physical infrastructure. Could we have more safe spaces and areas for students to 'hang out' in their own buildings? Keeping lectures to one building as much as possible to give a sense of ownership.

Heritage: strength of brand vs holding back on innovative teaching approach. Customers/students, tangible outcome. Different style/techniques needed for BSc vs MSc, home-away, for example, trips/cultural lessons. Incentives of University to staff – rewarded for instant satisfaction vs self-learning. Flipped learning. Student cap – sustainability – not follow growth areas.

Stop the growth agenda and focus instead on enhancement and quality. For example, the desire to grow leads to more students

and more academic appointments, but then the buildings are full of staff offices and teaching rooms, and lose their shared spaces (coffee rooms, etc). And Nottingham runs out of beds so we house students in hotels and Portakabins. As a result of this (and also Transform centralising student services), students increasingly complain that they don't feel they have a 'home' and don't really feel they belong.

Recognise that our physical campus is one of our greatest selling points.

Have more social space; bars/restaurants.

Non-teaching spaces v important – Portland Coffee House. More please.

The campus is one of our biggest selling points for prospective students.

Think about how we configure learning spaces to facilitate students working collaboratively.

We need a learning space like the new T&L Building on Jubilee.

We could reconnect the campuses more effectively physically.

Learning spaces need to be adapted to

cater for student-centred learning

Put lights on the other side of Jubilee Campus to increase safety and create a more welcoming environment.

Have temporary teaching space for the weeks where there is considerable teaching activity. This would allow better timetabling.

Value community spaces. Take internal design seriously for teaching space. A sense of belonging. Halls – important social function – need to tackle isolation and social-media related issues beyond digital.

Campus is beautiful! Worth the investment (but students don't like chess sets). Big atriums are often under-used spaces – cold and impractical. We need to provide more community gathering spaces. Room needed for our unique 'convening' role with partners (big problems with booking such spaces in term time). Parking also challenging. No sense of cohort amongst undergraduates. Problems with loneliness – undergrads are networking online but is this a replacement?

Organise creative workshops in libraries, for example, smart phone cover

decoration workshops, etc, for students to engage in fun activities and talk more to each other.

Coming together and bringing staff together in one place helps social and team working. Currently the Business School is in four different buildings –impossible for staff to get together and work more closely, need a proper purpose-built building. Scattered over four buildings affects the identity of the school for students as much as staff.

We could challenge individualist views of academics and students and encourage more interaction in real and virtual spaces – and make this open and collaborative.

Spend more money on spaces where students can interact with one another and with staff.

Ask staff and students before developing new buildings – what do they need/want?

Start to value space for collaboration (more space for academic and social conversations)We could act as convenors for site space, for example, public sector, or business. We could use our spaces better – less about size and scale and more about use (form should follow

function). We could make the walls between offices on Jubilee sound proof.

Consider our building more holistically. T&L/multimodal/community/private study. We could look closely at our relationship with NTU and the City – how can we collaborate more with NTU? We could create more opportunities to engage in communities (city, county, school, region, campus).

We need to be better at keeping our website up to date more quickly. Takes too long to update and pictures are not changed often – very static.

We could have more lively virtual spaces.

Improve digital experiences with special regards to (potential) partner universities (important stakeholders!) when it comes to module lists, descriptions and module matching –this site should really be improved.

Use the Downs more for the community, for example, have a free Splendour fringe festival there and partner with Wollaton Park for other events. Or table-tennis championships!

Use UP more at night time. Improve the

lighting /host events such as ‘night roller skating’.

Lakeside Arts events for families and BME groups.

We could make our space more public or inviting to the public, more civic.

Claim back the city! Build stronger links, for example, medium-sized events venue on campus for the city, attracting more local (Nottingham) students.

We could connect our students to the region/city/Peak District to improve quality of life and connection/retention.

Restructure our admissions policy to encourage local people to come to Nottingham.

Take internal design seriously for teaching space.

We could reconfigure space – open plan and bespoke pods.

We could have affordable childcare on campus.

Make the campus more inclusive – parenting rooms and children allowed.

There needs to be allowances for staff and

students' personal life (parenting room, social spaces, for example, bar, bringing children to work).

We should join up accommodation, estates, timetable, and student numbers.

We need to work on how conferencing takes precedence over lectures in Uni spaces. At the moment, particularly in vacation times, conferences take priority. This creates huge problems for scheduling of block modules outside of term time for example for MBA students or our BSc Accounting students (who are partnered with PWC). This needs resolving so that our core business takes priority – we generally know in advance when we need rooms so we could book these in first.

We could sort out timetabling!

University space should be functional! Innovative design should remember this.

Need to be able to move furniture/fixtures, etc, around in teaching spaces.

Focus on quality of space and facilities in existing buildings, for example, more spaces that are flexible and soundproof.

Lack of focus on campus spaces that support the core teaching mission – not

enough lecture space or communal spaces for students. Poorly designed buildings that look interesting on the outside but aren't fit for purpose on the inside.

Improve the availability and quality of warm food on campus – eating well is important for productivity and lot of useful conversations happen over lunch.

Invest in better PCs for staff – lots of colleagues find themselves wasting time due to slow computers when it would be relatively cheap to have faster ones.

More dedicated teaching space.

We should/could have fewer propaganda screens and invest the money elsewhere.

To make Uni spaces fit for purpose we could properly, and from the start, engage stakeholders (staff and students) in what is needed in these spaces and why. For example, students want power sockets and suitable places to put their portable devices while in lectures and between lectures. Staff want to be able to actually teach in rooms with particular facilities required for that teaching (rather than timetabling just treating a room as a room and scheduling teaching in the wrong place).

Overhaul of Admissions: focus on attracting Midlands students – will connect University to local region, lead to greater exchanges, use of city by university and vice versa.

More appropriate teaching spaces. A properly managed timetable to maximise our non-teaching time.

A university is a place where intellectual development and advances can happen to a greater degree inside the space than outside it. We could use this as a key guiding principle.

What happens inside but not outside universities? In universities it is cool to be clever. Learning and knowledge are valued without question. These things are rarely true outside. We could aim to maximise the benefits this environment provides, for example, by valuing interaction between people, and not measuring everything using simplistic metrics. We could value interaction (conversations, etc) as an end in itself, much more than currently.

A sense of belonging.

Heritage – strength of brand vs holding back on innovation teaching approach.

Separation between work and home is important. Working from home can be a distraction.

Reduce academic workload so that colleagues feel they have time to meet internally in shared spaces.

We should not force admin colleagues to work in noisy open-plan spaces and should encourage more collaboration between academics and admin.

Halls – important social function. Need to tackle isolation – social media-related issues – beyond digital.

Customers – students – tangible outcome.

Think creatively about how to build student communities when teaching at a distance.

Student spaces: need facilities that students want to use. On Jubilee, no appropriate spaces for students. Look at Hallward library – much improved space for students, group work, etc. Need the same on Jubilee, facilities that will encourage students to come on site. If we do this and give them somewhere to work, more likely that will attend lectures etc as on site.

What students like is not our corporate offer.

We could talk to students about what they want and why.

Improving students' campus experiences at Jubilee Campus – study places.

What about us trialling students of the same school (or even course) being housed together? There is a real issue of cohort identity and students have more cohort identity with those with whom they study. If our students lived together, this would improve cohort identity and could improve engagement and attendance. Realise that this raises logistical issues (due to the wide-ranging types of rooms) but we have (NUBS) large cohorts on our programmes and this could be piloted and reviewed.

We could do much more to include distance learning students in the University community. Have more tailored communications to different groups, so they aren't alienated, for example, by messages that are all about Nottingham life.

University spaces and facilities must keep pace with increasing student numbers.

Consider the St Andrew's, St Leonard's College model for postgraduate students in the faculty.

Problem – loneliness and mental health in a University! We could make the halls system work better. We could genuinely encourage students into shared spaces – academically and socially.

Different style/techniques needed for BSc vs MSc.

Melting pot of cultures, knowledgeable people of different areas.

To engage an environment in small township community with varieties of facilities. Sports complex. Shopping mall. Karaoke. Environment.

Enforce agreed policies (for example, no smoking on campus, better use of equipment by students and staff).

We could look into our University to project holistic campus life.

Lots of green/garden ambience with lots of open spaces interspace with academic buildings. Fundamental purpose of University spaces is to allow mingling and socialising in between class. Encourage learning, discussion in appropriately

furnished rooms, spaces, lecture halls, library, etc. Allow activities and events for students to develop organising, leadership skills, etc. We should have a variety spaces spread across the campus to cater to the diverse preferences and needs! (No one size fits all).

Beanbag, pop-up/mobile classroom to be available and encouraged due to the limitation classroom and space. Encourage the community to use space around the campus.

Expand facilities: better sports complex complete with activity rooms/fields/gym similar with DRSO; standardise access system with ID to all facility; provide better facility for students with access of night life; systematic parking/allocate more parking; we could improve all facilities/improve the efficiency of shuttle buses; we could maximize the usage of all facilities.

Expand the sports complex to included bowling lanes, a cafeteria, expanded gym facilities and expanded parking.

Look into the learning spaces for both, students and staff. Spaces are limited so difficult to run workshop/event/talk during peak season. Departments compete to

get a room/hall. Not everything can be organised in the class, sometime a proper hall is needed. Please provide a specific venue/building/room for staff training. It looks like a minor issue but it does give major impact.

Look into interaction and learning spaces as a platform for campus community interaction and socialising.

Improve our customer experience through technology enablers and change the mindset of staff.

Everywhere has changed to customer-oriented, simplify processes but the University still practises very old-school processes; heavy use of paper, traditional payment method. We need to improve by using technology.

Cut costs idea: no more physical campus.

Blend our society (staff and student) with nature. Ranger on campus (guide to Broga hill hiking). Promote nearby attraction so it will create demand of public transport service to UNMC nearby attraction site. Indirectly there will be more public transport to UNMC area.

Knowledge Exchange, global networking

outreach, skills and experience. A whole global experience in one place. Being a part of the elite of knowledge.

Increase the food and beverages franchises (Starbucks, Costa, etc).

We should have more labs and equipment for students to carry out research.

Improve on infrastructure. For example, SA circle is not attractive; meeting room for PandC event room. Transport and spaces for meetings and guest lecture. Increase bus frequency to public transport, create spaces for student and staff to engage.

Dedicated car park facilities for visitors and parents.

What is peculiar about a University? A university is a place where people gathered physically to not only learn about a syllabus, but at the same time learn how to interact with other peers, friends. This is a place for people to acquire now soft skills, critical thinking, problem-solving, innovative thinking.

We should have student-led food and beverages facilities on campus. Cost should be affordable.

Our spaces should be catered for staff



and not only students. So difficult to find a place to eat during lunch hours.

We could get feedback of from the actual users of spaces to meet the high expectations of the future generations. It should be a relaxed environment that people can be more creative and work together rather than working in silos.

Provide more food and beverages choices in learning spaces. We could do with an actual Great Hall.

We could leave things as they are: we are better than a lot of other institutions in terms of the environment we are providing to the students and staff.

Peculiar that we restrict access; don't need ID to get into a church, shopping mall.

We should keep UNMC as a great campus! Get Starbuck here!( or Costa) – why not?

We could augment our existing learning spaces such as the lecture theatres.

Create spaces that are comfortable and up-to-date with millennial trends. This is to promote students being with each other to promote networking and building community.

The last strategy did not include any consideration of welfare and I hope this will not be the case in the new strategy. Key UUK guidance such as Step Change and Changing the Culture identify the importance of welfare issues such as mental health and sexual safety being led from the top of the University and being given strategic priority.

Our student community study on campus and providing the best environment for their needs is essential. I do feel, however, that there is a real danger of focusing so much on 'campus' that we ignore the fact that most of students live in the city and local areas and are a part of the wider community which needs more thought and respect. Many things that can enhance student well-being involve breaking out of the University bubble, being local citizens, contributing to the city, economically and socially. through voluntary work. We are, however, a community that, alongside Trent, hugely impacts on the city demographic and access to local services. I think we can improve student access to services, and enhance student integration into the wider community, by addressing this more proactively and strategically with city stakeholders.

Student wellbeing underpins successful study and needs to be promoted and enhanced. Teams such as the counselling team, mental health team, health promotion specialist, myself, have significant direct experience of supporting students and knowledge of the issues that repeatedly come up that compromise their study and student experience and we are keen to share our knowledge to help shape a strategy that seeks to address this at a more strategic level.

Let's be honest, most graduates don't remember specifics about university ,they remember how the university made them feel. Campus life is an incredibly important part of that. Do students feel supported and safe? Do they feel welcome? This is a big challenge for us with so many campuses but I do think there are some areas we can improve. Firstly, social spaces on Jubilee Campus. Personally I wouldn't like to live on this campus and I suspect most of my social activities would take place elsewhere. It feels like a business park to be honest. Secondly, we need to do a lot more around mental health. Students are super stressed a lot of the time (or at least many of the ones I come across are) and I am not sure they

always feel supported. I suspect this is due to a lack of communication rather than a lack of provision. Our counselling service do a fantastic job but I am not sure students are always aware that they are there. While not strictly on topic (and probably feeds more how we can enact our civic responsibilities more effectively) It is worth having a serious look at extending the length of time students can access counselling to include a period of time post-graduation. Those months after graduation can be the most stressful times in a graduate's life and we aren't there for them. Extending provision to cover the first 12-18 months post-graduation would not only distinguish us in the marketplace and position us as an institution that takes its responsibilities seriously but it would be a morally good thing to do! I would strongly recommend at least a feasibility study into this area. My team offers lifelong support to graduates in terms of careers provision and, from my experience, it does not take up much of our time but it is a highly valued service when required. I don't see why counselling would necessarily be any different. The feeling someone gets from being helped greatly outweighs the time it takes me to help them.

I also wonder if there is a code of conduct for behaviour that needs to be imbued in students and staff. We've had cases of pretty disgusting behaviour recently and I've had to report one myself today in fact (talk about timing for this conversation). It is definitely the minority that are doing these things but I can't help but think that a collective sense of purpose both among staff and students would help create a culture whereby that sort of behaviour is unthinkable by that minority. This leads to a bigger question about organisational design and culture. Is there a common sense of purpose? Do staff know why they are here? Are people empowered to make decisions? Do we have an attitude of 'making things happen'. I sense not.

We should use our campuses to generate value for the places they are based. This goes beyond public visiting our site but how we can use it support an updated local innovation ecosystem that supports inclusive economic growth and support.

The campus is not only for UNNCers, but a shared community for citizens too. More public lectures and interaction with the local community is needed which will benefit UNNC at the end.

We should be providing a safe and healthy environment and culture that promotes both physical and mental wellbeing in all aspects of studying, working and living for staff, students and the local community. We should provide a culture in which communication and collaborative approaches are encouraged rather than operating in silos to support one another and achieve similar goals and aspirations.

What is the unique selling point of the China campus experience? Should it be like a Chinese university? A model of the UK campus? How do we ensure that the students feel different especially compared to other Chinese universities? How about international students here, do they feel like they're in a Chinese university? There should be a careful consideration on the balance of international and local Chinese way of life on campus, or the local students won't feel the international mix and the international students feels everything on campus seems to be dominated by the need to be able to read and write in Chinese. How do we enable an all-round international exposure and opportunities for students on the China campus to give them an edge over graduates from other universities?

Our University is a community, it is a whole life and offers everything, it is a town in its own right and has its own identity (as do each of the campuses in all countries). Where else apart from a town/city can you have so many experiences. It is also peculiar in that it is very adaptive to those that reside in and around it, more so than a town or city. That's a huge plus, but potentially means we can lose focus or go down a blind alley? Life happens in the Uni, we need not go anywhere else.

For both teaching and research, whether student or staff – if we want more time to think, talk, develop – whether that is research ideas or teaching slides or coursework, then let's ensure our University environment has the right micro-environments and resources to encourage that, and capture outcomes from those interactions. I think we are moving towards this in some respects with the newer areas by Portland.

Uni spaces: to relax, to take a step away from classroom/research/office/study groups; to encourage behaviours that promote teaching and research and learning from them; to share with non-Uni people so the University becomes more accessible (for example, Wonder);

enable our community of such diversity (student/staff, nationality, discipline, etc) to meet each other and step outside of our bubble (similar nationality, student, discipline, research); spaces to share our achievements (again we have some great examples, like the large screen at Portland; what else can we do? What are others doing (and not necessarily universities).

Fantastic opportunity with Lakeside to communicate research to the public and use them to generate research, especially Social Sciences research.

Promote our other campuses in China and Malaysia and use this as a unique selling point.

Make students and staff aware of the great importance we put on mental health and promote this clearly in our strategy, highlighting support we can offer.

Common spaces should be for debate, tolerance, the exchange of ideas, so spaces must be open, inclusive, bright and airy, welcoming, practical, some calming (quiet) and some creativity-stimulating. Many spaces on UoN do this already but improvements can be made.

In many areas, the spaces and

environment can seem overcrowded with insufficient capacity during term-time but empty and unused during holiday season. For example, using University gyms in the evening, queues in eating establishments at lunchtime can be unpleasant and very off-putting. We need to find creative ways to generate income sources from our estate during holiday season so that we can perhaps expand our facilities during the busy periods.

More (variety) food outlets please.

I feel that the cost of food outlets is driven by the purchasing power of the wealthy students and those who have it all wrapped up in their hall fees. The prices are not really geared to the majority of students.

The campus is a gem. The only big problem is catering !! Long queues and general chaos at lunchtime.

University spaces should be accessible to all those working at the University and also those who do not work at the University as we must keep contact with the society outside.

The University should be somewhere that it is possible to spend the entire day, with

spaces and facilities for between teaching activities. The University does pretty well at this, though a wider provision of food options would be a good thing (though I think there may be legal reasons as to why this does not happen). Shopping options could also be improved, perhaps a University 'high street', or market square. The quad area in the Science/Engineering section could become a focus for all the buildings there if their facings were turned.

The Science and Engineering section feels like a rather disconnected hive from the rest of the campus; the L buildings and particularly buildings 26 and 29 on the campus map almost wall off the area. A more open redevelopment to a similar layout to Buckingham Palace (Trent Building), the Mall (East Drive), St James Park (the Lake), Trafalgar (Science/Engineering) could be considered.

With the tram, a greater link with Beeston might be achieved. Rent a building or two on Beeston high street and have a service centre, a student recreation centre, an outreach base.

Some sort of limited sporting facility/gym could be made more accessible to Science

and Engineering to enable visits on breaks without having to cross the campus (not really feasible of a lunchtime). What's happening with the old health centre site?

Main Campus/Jubilee links need to be managed to prevent isolation.

I've seen campuses in the US where students staff the hotel, as a means of learning that industry. Could there be any opportunities for internal work experience like this? A brewery from brewing science, a composter for biomass. Are there linked outreach options this way?

What is striking about this provocation is that most of the so-called 'public' spaces are actually private corporate spaces. A cinema and a restaurant are about making money, not providing a public service. Universities are technically private charities, but the government is trying to drive the 'charity' out of universities. University leaders must stand up to this and not just reap the rewards of 'corporatisation' for themselves. Fundamentally, university spaces should point to learning, curiosity, human development, and building of intellectual community. While premises should be reasonably attractive and well-cared

for, they should resist glitz and the embodiment of corporate values. Facilities should be functional, not glamorous. Putting it differently, a small functional home full of love speaks truth in ways that a large ornate home inhabited by spoilt brats who despise each other does not.

Where we fit: at times it feels as though the title Russell Group is a barrier to creativity and opportunity. Within my field, the evidence wholeheartedly supports the notion that students pick the type of study first (in my case – midwifery) and the university second. The prestige associated with studying at such an esteemed institution might be the deal breaker for students who have multiple offers but I know (anecdotally) that it is also a little off-putting for lesser confident students. I strongly believe that we need to perpetuate our elite status, but we can still make it feel more attainable. For instance, I have been really disappointed at Open Days – prospective students gather at QMC which has a confused identity (neither NHS nor UoN in entirety), are invited for a presentation and then have a whistle-stop tour of the [exceptionally poor] simulation labs. The purpose of an Open Day is to sell the University to

encourage people to apply and this is achieved by enabling them to dream and imagine being here. We have an amazing set of campuses, but health students are not really part of them. Our Open Days should be more hands-on, warmer and should reinforce our identity – currently, I do not feel that it does.

The basics of the strategy plan for 2020 was fine, but the implementation of that strategy has been chaotic. Most of my colleagues are unhappy and complaining about the extra work needed to implement a substandard system that does not do things in a logical and efficient manner.

It is not enough to generate a strategy, it is important to generate a strategy that can actually be implemented.

Less of the past and more about the future.

I've watched the video online on the UoN strategy beyond 2020. I agree with the quote from the University of Cambridge's VC: the role of universities is primarily to do good research and good teaching. So our resources should be concentrated on this. By doing this, universities should be a role model of tolerance, free debate, inclusion and independence for everyone

in the world, so at the local, national and global level.

As a set of services we could be a bottomless pit and there is an opportunity to underpin welfare principles throughout the strategy which would promote a healthy respectful community and potentially reduce need.

From the perspective of a regular jobbing academic, I think that part of the University's strategy should be to support all its staff to do what they do best, recognising the pressures of workload (with increased administration being a particular factor) and taking active steps to mitigate this. Mere public recognition that there is an issue can be helpful.

Some universities have set up task forces to cut down on unnecessary administration, freeing staff to focus on teaching and research. That seems like a positive move.

In previous strategies, resources have been focused on particular individuals who are given (or apply through internal competitive processes) buy-out while the rest of staff (many of whom are not even aware of these opportunities) are

given increased workloads. This creates obvious problems. The strategy should commit to supporting all staff, rather than just those who do well through internal tendering. If internal tendering is to be part of the model, more awareness of such opportunities for all staff (particularly new staff) should be a priority.

To make some more specific suggestions as to how this goal could be monitored. First, the University could adopt as KPIs, and as targets for line-managers, various measures which indicate how well staff are being supported. KPIs might include: number of days lost to sickness/ill-health; staff turnover (the latter in particular can have far-reaching implications, for example, the REF return of my unit will be greatly negatively affected by staff turnover). Second, line-managers could be required to ask their staff what their unit could do to support that staff member's core activity (to be asked is itself helpful, even if nothing else can be done at that time). Third and finally, the University could follow best practice in other sectors, and conduct 360-degree appraisals.

I have worked at the University for 11 years and have seen welfare develop so much in this time but the development often

feels reactive rather than strategic which places staff working in this area under unreasonable pressure and leaves student access to services and support hard to protect. The University has increased student numbers year on year with what appears to be little consideration of how central support services can be developed alongside this to meet the needs of the growing community.

The level of pressure on staff working in welfare is high. We have to manage the increase in number of students alongside cuts to NHS services and other key external services which impacts on our students access to timely specialist help and support. Expectations of students and their families are raised by the media and government who are pushing us to increasingly police and care for our community. It would be good if the strategy could consider this pressure and to a degree push back in terms of our boundaries: that we are an educational, not a therapeutic, community.

I'm sure I do not have to tell you about the hair pulling and complaints that we have to field from students over the reorganisation of Student Services. This has not met the strategy objective.

We are not responsive to the changing behaviours and cultures of incoming student cohorts. School-leavers are not the same now as they were even five years ago. In some ways they are more savvy; in other ways they are far more naïve and dependent. There is an increasing naivety amongst this generation and their parents regarding what University is like. We need to better prepare them before they arrive. We talk at length about "student satisfaction" without appreciating the strong link between satisfaction and expectation. If the University wants to make considerable strides in improving satisfaction ratings, I believe a key requirement is looking at understanding incoming students' expectations and either developing our processes to match or managing these expectations as appropriate.

The term times should be more balanced as the first two are far too long. Lectures should be taught in a way which recognises optimum concentration times.

The simultaneous change of teaching patterns to 20 credits might have worked with less issues if we were not also deadline with an incompetent program, that is, causing our admin staff to

concentrate on small issues that are urgent rather than look at the big picture. This has led to staff either ignoring teaching and admin to concentrate on research or to produce less research.

Universities are generally people-oriented. Our Uni has become a huge organisation, in which people who never met communicate through systems that do not work, to try to achieve common goals. Perhaps a more "federal" system, in which decision-making and communication are at a local, more manageable level, where people meet on a daily/weekly basis would make people feel happier and more connected towards the same goals. This links to "what size should we be", and what is a manageable size?

Our external perception is around 'student life' whereas Campus Life is far broader as includes research, outreach, partnership and the community accessing our facilities, for example, sports open to the wider community but how many external people use the facilities? Research and facilities for SMEs to use facilities here. Continue to develop our ways to outreach to the community

A university has a well-established identity

– across physical space and across time (current students/graduates). Students and graduates alike are members of a university.

University spaces should inspire people to give their best at work/in learning to grow in skills and knowledge

A safe place to work and/or study that has a diverse population. Spaces should be inclusive so that the University is part of the local community

History and future combining are important in university spaces.

In the 21st century, although technology is huge, we still need spaces where people meet to talk and engage with each other; libraries now have many spaces to talk.

We need to create social spaces or engagement and discussion and collaborative learning.

Fundamental purpose as a physical space is to provide opportunity and facility to discuss, challenge and explore ideas/ways of working/research. How can the space we have better serve this purpose?

University spaces need to develop to include all the community and be

welcoming, inclusive spaces for all not just elite and 'ivory towers'. This has already begun but needs to happen to a much greater degree to benefit everyone.

Space to learn and inspire together.

There is a need for a more innovative approach to the utilisation of our current physical space in a 24/7 culture. Not formal activities but for a walk, coffee, sports centre, etc.

To recruit students – corporate image. Both IT and physical (Trent and Downs).

Universities are about providing transformational experience(s) for students. Spaces need to reflect that and be cutting-edge and reflect the expectations of students and society.

Space to explore and grow rather than just study and work.

Not just work or study space but also people's homes.

A wide variety of people using the space. Public using space, not just University community – both formally (library) and informally (Pokemon hunting!).

Create spaces to inspire creativity, digital/

physical spaces, such as coffee shops with artefacts, conversational spaces.

Prioritise spaces that allow students to develop their interests, particularly focusing on enhanced provision/spaces in areas that may be neglected elsewhere, such as Arts.

Sufficient small group teaching space for creativity and collaboration.

Creativity: research spaces encourage this. Social/SU spaces. How do you set these spaces up to generate creativity?

Universities need to adapt to cost of going to University by offering more in physical space. You can stay at home, do an entire degree, save money. University space has to offer more.

Provide variety of experience and freedom to choose – transformational experience. Different for each student.

Cutting-edge spaces?

Unique opportunities for learning, social development, employability.

Teaching and research spaces brought together in unique space.

Spaces that facilitate knowledge acquisition and personal development that leads to academic attainment; a degree of research discovery.

Campus is so open – no receptions for visitors – industry or public/students. Can be overwhelming and confusing. Is this a ‘public’ space?

Peculiar thing about universities; everyone is smart, well-off people visit this place, sheltered.

Fundamental purpose of University space: social, educative, research, civic – we take up lots of space. Physically the campus is open to all. Psychologically/socially it might appear closed.

‘Bubble’ concept – a step between 18-21 (or more) to experience, learn and grow without the responsibilities etc. – a ‘safe environment’. Also for staff to experience opportunities.

Benefits to students and community: we could do better to promote an environment where all members of our community are treated with equal respect.

Higher education with research. Whole life on campus if you want it. Publicly funded

– unlike Google, Microsoft, ‘Campus’ type workspaces. Student experience of campus makes it worth going to university.

A place to feel like home, somewhere to belong and meet the needs of the individual. Corporates are starting to follow the campus model, for example, Google, Microsoft.

Fundamental purpose of space: communication? Would this be lost if majority of people either worked online or even attended a physical university which is local and allows living from home. Besides communication, also experience.

Universities offer a broad range of societies that you can access from one place with minimal effort. In a way it is sort of thrown at students (in a positive way) as something they can get involved with at university. I personally thought of it as an expectation upon myself to join a society.

Learning in groups together; bringing people together; changes in built environment, study space redesign; conversing and talking; expressing yourself; flourishing; safe discovery (students – who they are); personal educational growth; spaces for staff to

grow/ do not want to inhibit; getting the best from our people; inspiring.

Is the campus model really ‘peculiar’ to universities anymore. Large companies are adopting the campus model now – ‘campus life’ is not something uniquely offered by university.

Location: make student’s life mainly on campus rather than in city, so a bit isolated.

Village-like atmosphere: sports and culture, academic prowess, research.

Innovation on campus is key to being relevant.

Like a mini village with services for people to live here: health, social, educate, do research, sports and recreation, safeguarding, culture.

The University environment needs to be able to facilitate life.

University spaces should be inclusive spaces that encourage positive progressive aspirational thought and conversation.

The layout of this University creates a sort of sub-world for students. From experience, many students get away



with barely interacting with the wider community in Nottingham as the campuses seem to provide a vast majority of the spaces students engage with, besides night life. It's a community.

Diversity and culture: spaces fit for purpose, space where people can feel enclosed and away from the rush of life to include all.

Peculiar about a university: depends on whether have a 'proper' campus. City universities do not feel as part of a university community, more part of the city.

Peculiar about a university: an isolated community. Everything is available. Protected environment.

Safe place where everyone can feel accepted. But becoming too expensive, opportunity is closing to disadvantaged and more and more others. But without fees opportunity would not be there

Spaces: many cultural differences. Diversity is all part of it. Architecture. People.

Universities need to serve diverse communities but the main requirements

for space are for research and teaching. We could have more open café spaces in these buildings to deliver more effective interactions and take fuller advantage of our diversity.

Inspiring space. Variety and diversity of different campuses. Public space but could be more welcoming.

Universities (particularly post-92 and UoN) are elite and look elite. UP, for example, has beautiful space but how welcoming is that to lower-income parent/students?

Different theme/characters/distinct.

Diversity: campus is a home (everything is here) – advantage. Own community identity (but not for all, can be quite isolating). Disadvantage: disengaged from community of Nottingham; connecting campus to city (could start with hopper buses to the centre). Google/Microsoft also adapt campuses, we should be at the forefront what a campus means.

Purposes – feel safe but not isolated.

Campus size limits visitors. Also problems for mobility-impaired when moving from one side of campus to the other.

We could invest in spaces that encourage

cutting-edge teaching, conversations, engagement.

Do we have enough space now? Community space, meeting space, coffee meetings. But will we need so much space in the future? Will more teaching be delivered online? Remotely facilitate and support communities' needs.

The spaces are used by millennials but designed by Generation Xs.

Have we got the right kinds of spaces and staff?

We should have a central non-timetabled large space where research, recruitment, non-teaching sessions can easily be delivered in term-time, to facilitate activities other than learning.

Review and overhaul all our spaces (spaces available in term-time that are not for teaching); learning, social, accommodation. It's happening (George Green, TLB, Portland) but needs to continue.

Accommodation not fit for purpose as social space.

Right kinds of learning spaces.

Physical library and learning space: quiet study environment. Community of learning.

All facilities should be recognisably part of a university; coffee shops, retail outlets, sports facilities, social spaces. Artwork, materials, etc, should set these apart from what you might find in such places elsewhere.

We are fundamentally a physical community that needs the most appropriate spaces in which to thrive; student accommodation, teaching spaces, research environment, staff offices, learning spaces including libraries, natural environments.

Physical library spaces are key spaces for collective communities of learning.

We could provide more spaces for small group teaching, collaborative working.

Links to community; feel able to walk, run, visit campus.

Accessible and inclusive spaces.

Diverse spaces/diverse stakeholders. But it's difficult to be something that's fit for purpose for everyone: we are huge physically, multi-disciplinary, international;

we cannot be everything to everyone as it means we do everything badly/not as well as we could.

Should be welcoming to the local community and not feel exclusive and only for those 'in the know' (practical things such as more signage, central reception desk).

A campus-based university can be isolating in the sense of being self-sufficient and not integrated into the non-university surrounding environment. Can avoid this by inviting the surroundings into the university.

Space fit for purpose? It is academic, not domestic (for example, a family home) not school (for children).

Space is needed in the day to 'think' and 'plan'. The environment to support this creativity is also needed.

Environment; physical to preserve for the future.

Like a village/small town.

Modernisation of internal space to allow people interaction; not lots of boxes.

Campuses need to be interesting spaces

to entice people into them. If we want physical teaching to continue (over virtual teaching) then we need to invest in facilities.

Investment is evident at the three main UK campuses – less so at QMC and KMC.

As a visitor – amazing place to work. Enjoyable campus.

Need creative spaces: coffee rooms/ kitchens. Improved meeting places.

Relaxed environment; attractive, natural environment, trees, beauty. Environment encourages thought.

Practical design. Built for purpose; students involved in consultations for new spaces/listening. Shortages of space restrictive in many ways. Green space. Build clever. Remote and flexible working.

Workplace design; closed doors, glass fronts, open plan, more communal areas. We do not maximise collaboration currently.

Variety of spaces.

Make community proud of research, for example, Children's Brain Tumour Research Centre.

Preserve and enhance beautiful grounds/ environment.

How do we make spaces fit for purpose? Use good practice, for example, co-creation/co-design of spaces for George Green and apply to staff spaces. Many staff spaces feel cramped, not designed for purpose; more flexible/remote working as part of solution.

Spaces should be adaptable to meet needs of individual and group purposes.

Treat all University spaces the way we do newly designed student-facing spaces, that is, think about need, usability, flexibility, etc.

University spaces should be inclusive/ embrace cultural differences.

Purposes: can be open to everyone.

The space in UoN is very diverse; all campuses look and feel different. This makes one campus life solution very difficult.

Agree a common set of goals to unite academic, professional services, students and beyond; to create common understanding; to unite activities and outcomes; to overcome professional

divides; to project a clear narrative to the external world.

Attractive to parents, students, staff, partners of industry, for example, student not at city, accessible. But Derby – separate? KMC. Places to meet, for example, café in same building, internal public spaces. Cohesion internally.

Public space; for example, Lakeside Arts, May Fest, Open Days, communities. Borderless/ no barriers.

Universities have to be more about collaboration and community in the future.

Promote the space more to the community.

Collaborative study/meeting space is proving really popular. Library much more buzzy. Do we need more space like this for staff and students? Will this increase if online learning increases as students/staff meet to discuss concepts studied online?

Make Nottingham proud of the work the University does.

Make students proud to be UoN alumni.

Need to do more to raise our profile in the city; where we are leading-edge in

research, for example, that is, something the city can be proud of and use to its advantage. This should lead to more opportunities for collaboration, if there is more awareness of what we actually do and are good at.

Be mindful about how our student communities (course/department/faculty/ hall/society/physical campus) engage with wider communities (academic/ Nottingham/UNNC/ UNMC) around them and with industry/alumni – are our networks supporting them? NUS.

We could be less hierarchical. More respectful of each other's needs; academic/professional services

The people within a university do not work towards the same fundamental goals. It seems to be about personal needs, objectives etc. We should decide together what is needed in terms of space/resource, etc.

More open-plan offices to enable collaboration.

Interaction between staff and students as a community.

Need space for innovation to facilitate

collaborative working. Bring back the staff rooms (or something equivalent).

Maintain an environment that enables innovation and collaboration. This requires 'slack' time, like Google's 20% time.

Innovation park rent space to allow ideas between organisations; expand and facilitate this.

More public spaces for public and University community to meet and have conversations.

Diversity, international. However, still in silos; Chinese students together, Chilean students together. Societies do help support people from other countries but can isolate (not saying they should not exist). Some even help mix people up. Still, for the vast majority, it is hard to engage. To be international the University has to break down barriers between cultures but also generations – students and staff.

Online: enabling overseas students to do UoN education.

Currently seems to be a focus on external perception rather than internal reality.

Focus on external perception but not backed up by reality when you get here.

Disconnect: research is primary for us, for the outside world seen less.

People have a personal connection to universities – or not/public perception.

More about value for money/transactional relationship.

Open Access: research papers (latest development is Plan 'S') open access to physical space (not locked up!); open access to websites (difference between older universities sites and post-92, the latter tending to be more closed).

Address the basic operational efficiency of the University to give stakeholders a better experience of studying/working here.

We are a mini village. Not sure the public would understand everything that we do, seen as educators only.

Make our University more accessible to break down the perceptions held outside of our worth/value.

Are we public – do we physically welcome them?

Access to research papers; can the University give institutional access to other people for a monthly fee, that is,

affordable to the public (open access direction).

Better way of being aware of what is going on at University to engage different kinds of people; newsletters clutter email box and are not read; flyers only get to some of the people.

Travel expense to other communities.

Universities should try to make fees not a deterrent to students but show the benefit of attending.

There is nothing that happens in universities that cannot and does not happen elsewhere but I believe universities are pretty unique in the range of things they bring together.

University spaces have been made available to all class of people/students, even though most will be left with debt.

The University looks glossy and prestigious. This strikes us as a marketing exercise at the expense of attention being given to solving basic and fundamental needs of students and staff to allow them to know how and who to contact. Save administrative time and effort.

Spend too much time focusing on our

external perception when we do not get the basic internal stuff right. Basic HR/tech/payment/IT/digital/timetabling is flawed, diverts so much time and energy from what we should be doing

Systems not fit for purpose, causing frustration and inefficiency.

Equipped classrooms; specialist facilities wouldn't find anywhere else.

Make basic operational functions better; ensure a smooth and seamless administrative and functional process.

Need to get the basics right and meet expectations of what a top global university should be.

Better operational systems would free up staff time.

A robust IT system is required.

Up-to-date list of staff contacts.

Resources of books.

Fit for purpose: more IT investment.

Improve the technical infrastructure while doing building works. New buildings with poor networks do not sell us as value for money.

Sustainability – we will definitely need more electric car charging spaces very soon – build these into new car parking designs.

Disability access – still not got enough! Helps with pushchairs as well.

We could have better physical accessibility.

To be inspiring but also provide modern technology and modern space.

Digital/virtual – website not good, research is not easy. Not enough IT support.

Car park (convenience), physical accessibility. Green, sustainable campus. Capacity, growth

Delivering top-class research, unbiased. Companies do, but often biased.

Deliberately chaotic environments in one single space. Scrapping over resources, etc. Need more of a shared understanding of common goals. Competition for resources.

Universities are unique places where diversity of thought is embraced. Students are encouraged to discover and affirm who

they are so that society can be the better for interaction with universities and those who engage with them.

Resources and freedom. Combination is unique. Debate. Diversity of perspectives and of thought – can think in different ways. Survive and thrive by range of perspectives. Not all expected to agree. Diversity of thought.

Diversity of thought as an expectation.

Peculiar/what happens here: a place where experts can gather from around the world. An area where you have research, T&L. Financial income is very different to other organisations/sectors.

Most organisations sell a well-defined product. At most, a university sells an opportunity; what the 'purchaser' gets is heavily dependent on the purchaser.

Charitable status. A place of learning; having the opportunity to learn and have conversation.

Cannot happen elsewhere; pure academic though for the sake of thought, elsewhere has to be for a profit. It is about learning for learning sake and opportunity.

There is a challenge in a 21st-century

university between academic freedom and debate and modern values about diversity and respect. Are we ready for a debate about that?

Where people go to get a qualification that wouldn't be able to get elsewhere.

People come in and are not the same when they leave – transformational.

Fundamental purposes – allowing transformation of individuals to occur.

Combination of spaces to facilitate transformation.

Community of learning.

The variety of experience universities can offer: encouraging critical thinking, meeting new people and making new friends, developing transferable skills that could be used for a work environment, travelling/living abroad 'of choosing'.

Unique – living together experience key part of university life.

Transformational. Space needs to be a space that allows this transformation to occur.

One of the fundamental purposes of the

university space is to encourage mixing and interaction. Meeting people with different backgrounds/cultures/opinions and negotiating these is a critical part of international citizenship.

A free space/place in which to develop personally – “free” = “freedom”.

Community of learning.

At a time when borders are more visible, internationalisation/global citizenship is a vital part of university and its spaces.

University spaces should be designed to meet the needs of the university purpose. This can change so spaces need to change too.

Campus spaces can be testbeds for new ways of living and working.

Learning; giving education; furthering education; developing learning/research.

Full of young adults; unusual – bubbling pot of ideas/inspiration/enthusiasm.

Unique in that we bring diverse elements/ combinations together; research/ teaching/civic/ community.

We discussed whether the ‘in at the deep

end’ interactions with others from all over the world can happen anywhere other than a university. We can choose to interact online, but at university, the choice is removed to some extent – you are forced to gain exposure to other cultures and perspectives. Unique pot of young adults with ideas, future inspirations and enthusiasm.

Provide students with an identity.

Provide campus life for students who want that experience rather than just get a degree from online course.

We are an ideas factory where ideas are welcome, even if they are not immediately useful.

What's peculiar about a university? A mixture of stakeholders.

What is peculiar? Availability of resources (relative to other sectors); democratic/ consensus used approach, opportunity.

Cannot happen elsewhere; view ourselves as a collective, a partnership. Teach you at a higher academic purpose rather than pass an exam.

A place to inspire. A place of community access to public, digital and virtual space.

A place for freedom of speech/debate. Attractive to students, parents, staff, partners, public. Elite, good vs bad.

Cannot happen elsewhere; diversity of learning opportunities not available at smaller place.

Inspiring.

Ideas/debate – freedom of speech (but at risk, more complicated) diversity. A fundamental purpose. Marketisation of HEs; public good/long-term, balance, economic benefit/short-term

Research also has a set of resources, that is, students. New/developing ideas coming through all the time.

Staff are paid to be independent thinkers and are lauded for their opinions. When opinions conflict/contrast with institutional ambition/goals – this often appears to be ‘allowed’.

Sufficient staff to deliver.

Student hierarchy of needs to be met: USS feedback; timetabling; space to study; space to do group work; effective communication without overload; timely marking and feedback; contact with academics; access to effective support

systems; ensure students’ feedback is at the core of our focus.

As learning material goes online and AI and virtual environments become more prominent, what will people want to come to university for?

We could find out what students have to say about our spaces?

Accommodation needs looking at from feedback with students.

Fit for purpose? Student need different to research space needs.

Peculiar – UoN don’t retain graduates locally. Breadth of opportunity.

We develop not just for knowledge in our students but skills. The facility of a campus gives students the opportunity to do this. Variety is key and diversity as broad as our student population.

Campus has to facilitate all groups, including wider community. Need to get the basics right and not assume we know what students want.

Overhaul of personal tutor system – not working, students not sufficiently supported

Diversity and the mix of cultures and attitudes. These challenges and expectations of freshers are difficult. It is about student experience and what is learnt other than academically.

Need to make the student feel safe.

UGs value lectures and interaction alongside online resources.

Elite – good? Aspirational – bad? Not widely accessible – do I fit?

What role, if any, does the academic learning have on the transformational experience? It is very complicated and varied topics but very worth discussing

Do we want one large community rather than a number of smaller communities?

How to reduce the tension between encouraging a sense of community at a local level, for example, school or department with being a citizen of the whole University.

Design and use spaces in a way that breaks down traditional barriers, such as schools, and help facilitate friendship and collaboration.

Design our space to better promote a

sense of identity for staff and students.

Enhance our experimental aspects – campus, community support.

An all-encompassing space: work, live, play.

We are becoming a 24/7 society. We need to keep up with this, not a 9-5 establishment. We need to involve the community and meet the desires of students, staff and all around.

Campus should meet lifestyles as well as learning, teaching, research, working styles

Campus life – space should encourage/enable creative discovery/be inspiring. Spaces should create a sense of belonging/home for our students.

Showcase our strengths, capabilities, facilities and all other reasons why students study with us or staff work with us using posters/digital media, screens, banners around the campus.

Promote the benefits of studying for/working at the Uni, for example, green uni, social spaces, etc.

Universities provide something for

everyone and this can be a difficult balance, for example, research, teaching, collaboration, development, social, quiet spaces.

Making space inspiration visible, inviting and relevant to its users.

Use our outdoor spaces for teaching, provide spaces for contemplation, socialisation. Make the campus fun and somewhere for people to smile; public art, green spaces, acts, animation.

Promote variety and diversity of our community better: celebrate the diversity of culture, language, cuisine, religion.

Multi-cultural food offering or pop-up changing street food for more exciting outdoor conversation.

Consider our audience, the variety of people on campus, what they need to really call campus 'home' and create a place that is safe to learn and grow, creating a nostalgia and warmth, which can be built on by relevant departments.

We are not global/this is not reflected on campus.

Improve use of physical and virtual assets to have a global degree.

Capitalise more on our international campuses and become a global university.

We could offer a parity of esteem between distance learning and campus – based/face-to-face courses.

Offer global conversations by bringing diversity to campus.

Clarify that we are a public space, influence policies we expect to use and what would affect them, for example, entrances feel different

Safeguard our University environment. It isn't all functional with regard to T&L and research but provides an environment to do these things. Gives them some other things to consider/do other things.

Place for exploration, primarily for students but also for staff. Can we make more of this?

University campuses and spaces are very fluid. People move around at will with minimal supervision. Could we think more about patterns of movement and territories. Are our spaces supporting users' independence and learning?

We can ensure we are a safe space for students from all walks of life. (at an Open



Day at Bath, my son said he was conscious of being from a State school).

Look at campus model? How sustainable is it for individual subjects? Does it send the right message to local community?

Student uni spaces: nurture learning; make friends; collaboration; safe; freedom.

University spaces are a safe space where students can learn and grow and get the most out of their experience.

Extend the sense of community to all – student, spaces, in all schools, from KMC, etc.

Space needs to be inclusive; ensure we have choice in space for students who may love freedom to roam and those who are less confident.

Animate the campus.

Ensure spaces for learning are equitable and fit for 21st-century learning.

Our spaces could be enriching, open, welcoming. A space for people to reach their full potential, be they staff, students, or the public visiting: accessible space for all; flexible spaces for all; digital space.

We are a diverse community: people live here; people work here; people are from lots of different countries. Staff/students are from diverse backgrounds, ages, genders, societies. We are a community. We are a village.

Make our service offering clear on campus. Simple where to go study space, social space, a bit more function over aesthetics – easy to get to lost.

Space should be clean/safe and have what it needs, for example, tech, toilets and water.

Adapt spaces to be flexible rather than specific to school identity.

Make campuses more fun for staff re transport and moving between locations – Segways? Zip-wires? Opportunities to play and socialise.

Schools need student common rooms at school level.

Make more open spaces within buildings.

Increase mixed-use space, for example, private space, social space and digital space.

Update our old buildings to develop

consistency and engage more fully with each other.

Peculiarity about us – public and boating lake, etc.

Offer more social space post-5pm on Jubilee Campus (and maybe SB).

Campus honorials please.

Preserve physical space for teaching and debate.

Make it easier for people to be around campus.

Dedicated space for teaching and research.

Student hub in town; clean, safe places with knowledgeable staff; get rid of kmc; more adult education/short courses; IT system is appalling as is the website; show more student work.

Flexible space for meeting that includes social, study, meeting space that isn't particular to a faculty or research institute.

Creating spaces that enable different people and groups to come together where creativity and learning can happen and collaboration can happen easily.

Maintain the green environment. Big reason for student to choose us/visitors to come. There is a perception by students that this being lost to building works. Is it a USP for UoN?

Provide spaces that are safe, secure, available and welcoming.

Create paths of desire where people walk not landscapes they weave around.

Purpose of a campus is to show the very best in how public spaces can be and inspire the design of other spaces.

Ensure staff/students feel seen/don't have to walk from end of the campus to the other between lectures.

Think about professional services staff who do not walk about as much academic/students – how to improve our environment and promote activity. Culture could change to promote 'seeing/appreciating the campus'.

Get rid of KMC/inspirational.

Provide a wider range of accommodation which can be personalised.

Create a student village/a place for students to work live and play.

Use the lawns as a better space for wellbeing – coaching, mentoring, conversations and meetings.

Better use the Djanogly Terrace for civic university ideas.

Create safe spaces a protected village. Who is the audience we are appealing to? Parents, alumni, etc.

Look after the spaces we already have.

Use space more flexibility 24/7 multipurpose/agile spaces. More safe and secure out of hours. Integrate more with the local community. Provide move app for cultural activity

Physical spaces need to be social, welcoming. Provide safe spaces for both interaction and solitude (my room vs lounge). Breathing spaces between academic activates in teaching spaces.

The environment is expected to cater for all stakeholders: community, kids, employers, academics, students. Expectations: pleasant scenery, park, entertainment.

Treat all campuses equally in terms of experience. All the exciting things happen at UP.

We could change campus names – not separate for Jubilee/main – makes people feel isolated.

Develop our outdoor space so that it can be used for formal teaching as well as informal learning.

Not all campuses feel connected.

Consider a flexible approach to learning spaces across campuses not just new builds. What works and what doesn't.

Enhance spaces/places and create a greater connection between Jubilee/UP.

Staff and student spaces should be mixed.

Space should support working everywhere and free staff from a particular location.

Offer career support from application to post-grad and further.

Be a "partner for life": access to cutting-edge research and teaching; technologies that make students stand out to employers; ongoing relationships; CPD and academic connectivity.

Social interaction, serendipity learning. Provide more social spaces for people to meet informally, staff, students, visitors,

in every building. Good ideas come from people meeting and talking, knowledge spreads, etc, improves respect and break downs silos.

Maintain the value of Nottingham degree in the global marketplace when faced with increased competition through cheaper providers.

“Uni for life” – part of the “Nottingham” forever alumni, look out and acknowledge each other.

Celebrate alumni to UG; domino effect of employability and open-mindedness.

Develop mixed teams/shared spaces between teams/increase joined-up working.

Design our estate to promote greater interaction with each other to create a greater feeling of university community.

Encourage interactions.

More social space for staff and students, not separate areas

Uni spaces: we could provide much more space and infrastructure for the tribes to attend to interact, collaborate, learn, share.

Need more collaborative work between schools/departments/faculties/blend the sciences with the Arts. Provide more spaces and opportunities for academic discourse for all staff – including APM/TS – for staff greater opportunity for staff to gain academic awards of credit.

Encourage the cross-pollination and comprehensive nature of the institution through changes to organisational structures. We could foster a culture that supports cross-disciplinary research and study.

A key part of the University space is to collaborate. We don't work in isolation but thrive with when with others/we want to work together.

Think about what we can borrow from other creative organisations to design the best spaces for collaboration and research, for example, Google.

Encourage more collaboration between different academic disciplines by exploring different models of locating academics (in terms of their physical base) with others from outside of their discipline.

Do something with our spaces to enable collaborations between colleagues for

teaching research. Social space as well as work space.

Demonstrate our commitment to collaboration by building in opportunities for greater module choice into all non-PSRB courses.

More communal social spaces for staff/ students to cohabit.

Provide spaces for staff, students, and staff to mix socially, a joint community.

Space should encourage community.

Have flexible space for all, students, staff, for now and for the future.

Interfaces with employers/secondments.

Consider how we create communities as things become more virtual.

How will the campus use/needs change as our constituent user group changes, for example, more students learning online.

Increase digital provision of a lecturer to free up space and contact time for added value discussion, debate, practice and interaction with the community.

Distance/virtual learning. Flexible learning to fit people's needs.

Improving virtual presence (website, Moodle) What else do we need? Ease?

Shouldn't assume all teaching is better if it is technology-driven? Tech should be appropriate and a choice, for example, English seminar might not need all the tech.

Expect to use digital technology routinely; this should be at the forefront not this far behind

Develop a mobile app to inform students of social activities, updates to teaching timetables, events, etc, to create more of a student community.

Develop a UoN app to give interactive maps, directions for feet/cars/bikes.

Show me what is possible virtually.

Easily searchable data about my journey.

Create a mobile app experience to provide a wide range of services covering interactive maps, room bookings, access to marks, messaging, etc.

Live chat with potential international students/mobile technology.

Have a true virtual campus, which provides

a much richer opportunity for visitors, students, staff to engage, plan, interactive and collaborative in public rather than just within their course community. Virtual citizens/remove barriers to becoming a distance learner.

Have a clear distance learning strategy and a distance learning prospectus.

Tech – we should train new and existing staff on how to make the most of our tech – every year we assume everyone can drive a car. Each new tech is a new car and people are being left behind. We need to train to adapt and leave no one behind.

Promote and enhance digital distance learning – virtual learning? How is best practice currently shared? For distance learning, what are the experiences of staff and students.

Extend our global offer through improving the offer of distance learning and blended learning

Have a fluid and changeable virtual presence. Easy to update web.

Replicate the community in the physical spaces in the digital space. We have the tech but not there where to engage online.

Make more use of virtual spaces to aid different learning styles and to increase our offerings.

Make better use of partnerships of city and local area to allow us to focus on core purpose.

Encourage local schools to educate on campus.

Make best use of space all year round; distinction between public/private spaces less inhibiting to members of the public, for example, attracting people to campus (questions over security) – use of Lakeside/New Theatre – attracting people during summer when campus is quiet.

Use the space and facilities across UoN more innovatively across the summer, otherwise wasted, maybe something community linked.

Be a bigger part of the local community.

Maintain our ability to attract our local community and all visitors to enjoy our campus and its facilities.

More opportunity for external community to participate in both T&L.

Encourage/make it easier for more public/

community to access our spaces/events/ resources.

Make it easier for people to make use of free space – awareness and motivation.

No foothold in the city – no civic connections. We should have a greater connection with the city and connect with the local people.

More open community. Website. What's the boundary physically? Part of the city. What's the reason to linger?

Be more inclusive in welcoming our neighbours to use our space – make rooms available for the community for free.

Have a highly interactive and family-friendly science museum on site to fill in gaps primary and secondary school provision and raise attainment.

Be community minded.

Build on our contribution to community: outreach, open the doors.

Make campus more accessible to the public; fences, gates and security create a barrier – can I enter?

Develop a wider range of reasons for the

local community/schools to come into campus – proactively make our physical boundaries permeable and provide facilities for the public, for example, sport, careers advice, cafes.

Make ourselves more physically visible to Nottingham residents – what do they think of us?

Our space could engage and be open to the local community better. Are we operated as a closed community on the hill?

Having grown up in the area, I think it's extremely important to that we engage and reach out to the local communities, particularly those which border the campus (Lenton, Ilkeston Road, etc) otherwise, gentrification may ultimately become an issue?

Have a culture that permits greater flexibility in financial models to support/ innovations cross disciplinary activity – both teaching and research.

Central pot for cross-functional/faculty/ school endeavours – funded through contributions from faculty budgets – feed the culture.

Maximise income generation through our facilities by making them more welcoming and accessible to the public. (cafes, sports etc) many of our facilities look like they're 'not for you' if you're a member of the public even though they're welcome.

Base decision on use of space on wide consultation of student body (not just SU).

Market facilities on campus – generate income, create a more positive image.

Use voting system on how investment funds are spent. Are decisions made based on what students/staff want or what is perceived they want?

Be welcoming.

I would like systems to speak to each other; a lot of my time if spent slightly modifying information and returning to Professional Services – different departments.

Virtual – we should provide personal and aligned systems.

Fix the link on the UoN website re information for the public – currently broken so if you want to check if it's ok to walk round the campus you can't.

Dramatically increase access and support for people with disabilities and additional needs.

Ensure facilities throughout campus are clean/technology updated and easy to use.

Improved transport between campuses.

Car parking spaces.

Continue to invest in our environment.

Supporting staff and students across all campuses to develop their careers and wellbeing, for example, childcare available on all physical sites.

Technology (basic, for example, plug sockets, WiFi) should be inherent/work so well they aren't noticed.

Improve all spaces so they meet basic needs. Environment should not be noticed, for example, lights, temperature, comfort, noise levels.

Multi-functional space that meets students' 'learning' styles as well as their lifestyle. NSS comments talk about students wanting to have bike parking, ability to make their own food, and have prayer rooms in the spaces they are taught in.

Improve lighting, ensure clear lines of sight, cut back bushes, people need to feel safe even when it's quiet.

Have a coffee shop in the new T&L building – even a small one – and facing the LSS.

Allow people with mobility difficulties – whether temporary or permanent – to get round the beautiful but large campus, allow electric scooters with a speed limit, for example, 5-10mph.

Improve web presence in terms of staff, who they are, what they do, which group/team they are in and where they are located with up-to-date contact details – this also needs policing.

Develop a clear signage system (maybe digitalised, for example, mobile app) to enable students and staff to navigate around the campus with ease.

Develop a tram system to link all UoN campuses for ease between lecture/meetings.

Increase the frequency of buses so it takes less time to travel longer distances, for example, KMC to Jubilee.

Designated drop-off points for certain

buildings for staff/students, for example, a lot of equipment/heavy bags, etc.

Improve older buildings to have better lighting for students and staff.

More social spaces for staff – currently in a building with none.

Students/academics want more library resources (maybe question about swimming pool versus what students actually want).

Not provided with resources (re Faculty of Arts) to fulfil what UEB/University expects of us.

Consider the impact of diet on staff productivity and student success and whether some foods are intangibly negative. At KMC there is absence of fresh, healthy, tasty food and it has bad coffee.

Expect to be paid within a sensible timeframe.

Make us fit for purpose/provide with adequate resources (contribution ratings) people in schools/end of chain get dumped on by other areas.

Provide facilities that make general

activities, such as receiving packages easier, for example Amazon lockers.

Lease a park-and-ride area and remove parking from campus.

Use the spaces for food markets (not just Open Days). Create a timeline of their journey.

Create a underground car park or park-and-ride nearby to reduce parking pressures (keep campuses as free from traffic as possible)

Improve internal comms so staff actually find out what our spaces can be used for. It sounds like a lot of community engagement happens but most of the time I had no idea.

Monorail – UK's fastest train – sub 20 seconds to UP.

Break the stranglehold of recourse allocation models and budgets which limit interdisciplinary and cross school/faculty working.

Are spaces fit for purpose? T&L spaces vary – some very new and some very old! Rooms with power for bring your own device, etc, new tech – but is it what students want from space? Lecture,

seminar, computer, labs, what rooms work? Is it right for the school/department and student/academics?

Get rid of the staff room.

Invest in our community by providing better varied fresh food outlets.

Lifelong network; more than just the qualifications –makes you think what you want in your future.

Be a doorway to the future that always opens.

Universities are a community of choice – people choose to come here and study/work.

The purpose is to support the community of scholars

Purpose of the space is to allow creativity to flow.

Explore what “sense of identity” means to our different constituent groups to create sense of community while also promoting flexibility, collaboration. Might mean considering non-traditional functional units.

Universities should be a doorway to

something exciting and meaningful for staff/students and visitors.

Purpose to set graduates apart. We can't in the climate. We don't do that anymore – what should we be?

Explore and realise your area of passion.

Impact shaping to all and all spheres of society.

Universities are now operating a very competitive arena .... Lots offer the same thing

Experiential – for 18 to 21-year-olds olds to discover who they are.

Need to be aware we don't offer what other spheres now offer.

Build knowledge “for its own sake”.

Encourage freedom of expression through experiences available.

Bring in more people into the process of setting terms of debate and free speech.

Fundamental purpose of universities is freedom to debate/speak your mind.

People start and continue their education and employment here.

A transitional safe space between childhood and the workplace.

Community within itself.

Fundamental purposes: intellectual engagement and discourse; celebrating the intellect; studying/discussing what you love.

Universities are peculiar because they are consensus, a conversation and they survive on that.

The purpose is to provide a positive and supportive environment for the curious.

Purpose is to inspire the imagination.

Purpose of space is to encourage community.

Personalised experience – where I can find my own journey.

A place to find themselves.

What happens in universities cannot happen elsewhere: disciplinary diversity – thinking, communities, cross-fertilisation

Peculiarities about a university – “trust” in the quality/standards of other providers.

Research what makes a successful,

well-perceived dynamic and agile virtual campus – a truly global campus.

A uniquely interdisciplinary approach to living and learning through diversity of subjects and people.

University is a life experience; a unique tossed salad approach. This is a good thing because people do not become a clone but are improved/seasonal. Lots of variety!

University spaces – real or virtual – need to be safe for all. We are failing some people.

Openness of information; libraries; research; academic freedom; conversations; and relationships; diversity of influences; challenges; exposure to things otherwise not known or available in context.

A university experience is curious and flexible. It changes as people ask and push. It's not a fixed feast (KFC) but a customisable menu. Something that's a slow change but we do change.

Large population but very different distributions (age, culture, etc) therefore societal norms – inside the University bubble – the University as a lab. Geographical development – seeing a

different place, from a safe space.

The University is a three-headed beast of teaching, research and admin. Business seem more singular. Is there a way to come together rather than conflict?

Tossed salad environment with exposure to different cultures, ideas, lines of thinking, arts, experiences. Higher-level thinking encouraged and challenging, sources of information encouraged and challenges.

Safe and creative environment, confidence and explore self-values. Establish a focus and direction for adult life.

Pride of your education pedigree .

Peculiar? A cohort for life/divert network of contacts not simply an education but a life window of unexpected opportunities for growth.

Increase the diversity of our staff and support team to more fully represent our student population.

Consider this as a place not just for our students. There are staff, academics and the public to consider. NB – discussion was largely student-focused which is a risk.



Enable staff to pursue their lifestyles: public transport is not an option for some but there are no hygienic/enough showering facilities at KMC to allow running/cycling. A sense of 'belonging' for staff who work here

Too busy to do job properly/require clear ways to address this and enable staff to have more time to do their job properly.

Customer services – we should treat students and fellow staff as equals and collegially.

Need communities – students identify on smaller basis (not faculties).

What do students expect from space?

Ask students more about what they want, for example, chess board/fountains.

Encourage students to more part of wider-ranging 'community' groups to persuade different skills, learning.

Ask students what they want from our space.

Every student should be allocated a career mentor – relationship lasts beyond universities.

Excellent communications with students – where they are put at the heart of what the Uni does.

Become more of a place for discovery for students to discover who they are and who they want to be.

Campus life = living in the fishbowl of student life forms you into the adult you will become.

Simplify the navigation process for the whole student journey.

Make the most of our campus and facilities in promoting the University while creating new, more flexible provision for learning that doesn't require students to be on campus – allow students to learn anywhere, anytime, any subject, any level.

University deliberately challenges students to develop them.

Encouraging individual and personal growth. Students are overwhelmed by information in week one, but the same effort is not made throughout the year.

Articulate that Uni life is a formative experience that will change the participant in ways they can't control.

Engage students more on these issues.

While our campuses are amazing, they can be alienating to some students. How can we stop this?

Change our teaching styles... big lecture theatre vs small group teaching.

Promotion of diversity in curriculum, language centre modules in different curriculum/disciplines. Benefit to students in terms of skills – limited room in timetable.

Devise structures (financial/timetabling/virtual) to support flexibility of module choices/remove unit level model of resourcing.

Think more creatively about where our learning is delivered, especially given challenging nature of work and need for lifelong learning, for example, online courses, flexible mix of block attendance/distance learning, pop-up campuses.

Enable students to learn. They then combine this with their ability to gain knowledge/skills.

Create more awareness on cultural differences.

Push more on the green agenda to increase environmental awareness (for example, less use of plastic packaging by students, staff and businesses on campus).

Shared campus experience (for example, through exchange programmes).

Promote care and love for the campus community culture.

Promote green campus.

More and flexible learning and social space for students and staff.

More flexible learning and social spaces for students.

Social campus.

More private space/offices for students and staff (for example, to do meaningful research, prepare lessons, have sensitive conversations).

More flexible spaces to fit for different purposes.

More spaces for student and staff to talk about employability skills and future perspectives.

Establish partnerships with top Chinese universities to share learning resources.

This will benefit both universities as well as our students and staff.

Build platform for multi-culture experience and making friends.

As our scale expands, we should develop more learning and social spaces for students and staff.

Better engage staff and students on the campus spaces.

More engagements with the local community (for example, to let them know more about our teaching and research achievements/progresses).

Have tri-campus events enabled by technology (for example, tri-campus orchestra)

Use better technology (AI/WiFi) to support distant communication (tri-campus engagement) and campus experience.

More interactive/digital facilities on campus space to support teaching, learning and engagements.

Use more advanced digital equipment on campus.

Radically transform how we present

Ningbo, Zhejiang and China to the global audience.

More engagement with the local community (smart UNNC tour app).

We should have a more open and welcoming campus for external visitors.

The gate should not only make the campus secure but also shows a more open gesture to visitors.

Better support of campus community of staff/students/children.

Have a British playground for children on the campus.

Build a swimming pool on campus.

More accessibility to library facilities (in the future new library).

Better support well-being of our campus community (kindergarten).

We should have a subscription for the smart TV.

Allow students to use classroom booking system to have learning/social activities.

Better heating system.

Faculties need a more adaptive system

to provide better service to students and teachers.

We should ensure our information systems (Campus Solutions) work and are state of the art.

Have more common space for staff to get together.

Better integration between international and Chinese staff on the campus community.

Closer collaboration between student organisations and the University to drive initiatives such as student integration (for example, through financial support/digital marketing).

Better management of facilities in the living area to benchmark with living facilities and management of an international standard.

More workshops to encourage students to have more engagement with each other.

Offer more opportunities for students to engage with the world outside the University (such as working on interdisciplinary teams with staff to solve problems or challenges faced by the community/society).

# Faculty of Arts

We can articulate the skills for employability (for example, criticality, communication) but again we should be careful – other disciplines will claim this too. And that doesn't make the case for the subjects.

Graduate skills – from Arts and Humanities: critical thinking; creativity, reflection, analysis. Help articulate transferable skills. Break down the distinction between STEM and Arts and Humanities. Where are the overlaps between Arts and Humanities and STEM?

The skills that we hope all Uni students will develop and find in a more concentrated form in the Arts and Humanities.

We could help surface and narrate the skills that come with being in the Arts and Humanities – in ways that go beyond images of students simply playing musical instruments.

Narratives about interdisciplinary work should be about Arts and Humanities drawing on STEM/maths/computing etc, to answer our questions (for example, Mark Pearce's Bayesian statistics? – computer science to build language corpora) Not STEM drawing on Arts and

Humanities. Put Arts and Humanities at the centre.

Recognise value of discipline sits within the University, but also the potential for overlap and consolidation. Not just contribution of Arts and Humanities to the rest of the University, but also value of rest of the University to Arts and Humanities. Key challenge for strategy: how can we open up our curriculum/resources etc, so that students (and our stakeholders) can take advantage of all the resources/expertise that the University offers.

We could dissolve/lower the boundaries that inhibit us from having speculative conversations between disciplines.

Do not force us to collaborate with STEM subjects – let these develop where and when and if.

Why should we respond to the “multi, inter and transdisciplinary challenges of the modern world”? We could be proud of what we do.

Have more interdisciplinary lectures and conversations to make a public conversation.

We could resurrect the subsid system

and support it. Break down the barriers between subjects but has to be organic – can't be forced to collaborate.

Cultivate play as a means of learning.

Need more playfulness.

We could have a session that enabled 'playfulness' around the vision of Arts and Humanities in the 21st century.

We should develop a strategy that enables rather than blocks interdisciplinarity by encouraging experimentation and innovation, and an infrastructure that supports curriculum development and the delivery of teaching for interdisciplinary subjects.

People relate to Arts and Humanities disciplines. They will talk about words, or history or philosophy in a way they won't about pavement engineering! We could emphasise that what we do is what people are interested in

We need to articulate more and investigate wider public discussion on the Arts input into society. We should re-evaluate the aim of the education – is it to achieve 2:1/1:1 or is it to develop our students so they can help the world to become a better

place? Our graduates can go into any job because they understand narrative, developed critical thinking, lived abroad, understand other societies, have social skills. It is difficult to see our impact as for example – some medical research – but our world/society can't function without art, languages, history, etc.

I wish we would make Wonder (Uni community open day) an annual event as it's a reservoir of expertise in coming up with good stories from Arts and Humanities that capture the imagination on their own terms.

We could articulate that universities are one of the few places in UK society where people know about the rest of the world (and its human societies). We simply have a place in knowledge creation and transmission about the world. And post-Brexit we'll need to be able to do that standing on our own two feet.

We could look at (for example!) the Cambridge alumni magazine which is brilliant at just letting the Arts and Humanities research speak for itself as inherently interesting. Not apologetic, not making the link to an "authorising" subject like STEM, Social Sciences, Law.

We could keep challenging a political narrative of instrumentalism that dismisses Arts and Humanities as amateurism and trivial. We could push back on the "ivory tower" myth.

We could advocate for free enquiry both within and beyond universities. Not accepting simple answers or predetermined outcomes. We could strive for a more humane society by critiquing political dogma.

Arm Arts and Humanities academics with arguments for their value. Arts and Humanities need to be more visible; why do they ask Dawkins about technology, for example?

Growing bigger provides economies of scale but in order to achieve we need the correct infrastructure and developed, motivated staff. We need to be careful, growth doesn't have an adverse impact.

More institutional confidence in Arts and Humanities.

We are not Tarmac engineers/cocktail parties. Interest. What is surgery for? Ideology behind the question.

What is "art" for? What is "philosophy"

for? What is "civic culture" for? Hard to quantify but vital in current political and social environment.

Why are we always being asked to justify ourselves? Do STEM subjects get the same questions? UoN needs to respect Arts and Humanities, for example, not excluding us entirely from Beacons. This is insulting to us and our many students. If mission is to include Arts and Humanities, how about supporting us in a meaningful way. It is Not our job to be a decorative adjunct to STEM.

We could make it the University's strategy to imbue the Arts with self-confidence in what we do.

The Uni needs to dial down on the lauding and promotion of STEM subjects in its literature. We know they are important but it would be courteous not to rub Arts and Humanities' noses in the fact.

Humanity is what is lacking in our society now. Arts are the key.

How all the treasures from our cultures could be available to other nations without linguists, translators, interpreters in politics/science/etc – translating and interpreting – the key elements!

We need to value ourselves and present ourselves on our own terms rather than those of STEM subjects. We've too expensive and need to feed our own story.

We can't retreat into justification by saying "we'll help doctors be better at understanding narrative" etc. Ok, it's fine, but it's still ancillary. That must not be the dominant message in the strategy.

Arts and Humanities tells us stories and/or versions of the world, that form the basis of creative thinking, and help us tell the difference between possible truths

We could/should do an audit of EDI in how Arts and Humanities are portrayed. (Students think we're white males in ivory towers with wild hair.)

# Faculty of Engineering

We should be big enough to attract talent but without losing diversity.

As it stands, we have little time to get to know our students, because they are too many, and little time to get to know the staff, because we have too many other things to do. I cannot see that growing any further would be good.

Big enough to educate as many as possible without losing quality. There is a practical limit on infrastructure (Coates Café is a big case in point, as is the continual need to restructure Coates offices). Large size will also need a carefully balanced management structure without loss of touch at 'the front line' or excessive bureaucracy

Expansion risks the 'campus life' – we need to keep green spaces. How much expansion can we manage? Expansion can't threaten quality – have seen this at other universities (for example, Manchester). Should we consider being more specialist?

We could look at entry acceptance criteria beyond A level marks, for example, years in industry plus entry exam.

The strategies for faculties and schools

need to align with Professional Services, and Professional Services need to understand what matters to faculties and schools and where the challenges are. We need an effective framework to have these dialogues and improve understanding.

Grow numbers by offering part-time degrees; as university education get more expensive, we risk losing bright minds that need to earn a living, and are not able to attend full-time. Develop a credit system similar to the Open University but with practical lab experience. To have the buildings/laboratories empty at the weekends is a waste of resources. As staff more require flexible working patterns, it may be useful to be able to work weekends while a partner can look after children, reducing childcare fees. Some students come from backgrounds where their school has let them down but could do well in the university environment: more foundation courses are needed to give these students a chance if their A level result are not up to our requirements, or maybe a develop a part-time assessment/access course so that we can assess their ability. This could be a short online course and snap revise style lectures, self-learning, to be able to take

an assessment and/ or short project. This would could create an equal assessment of a student's ability.

Not directly related to the video. Why don't we recruit to BEng and MEng on the same entry requirements and rationalise/simplify the progression rules. Currently, as all universities do, we sell BEng as a second-best degree programme, with slightly lower A-level grades and an arbitrary 55% threshold at the end of Year 2. How about having the same high entry standard for both degrees, run a common programme for three years and then (like Leeds and many other universities) progress to MEng based on Year 3 grades. I am sick of trying to justify the nuances between BEng and MEng on Open Days – I really don't believe that applicants or parents are convinced by this.

Have to use technology more effectively to manage greater numbers. But, don't want to be a "battery chicken" provider churning out students.

To work better, and take opportunities we can create Wardley Maps of the ways the University meet user needs and make them editable. Teach people the basics of mapping. The more people see them, the

more likely someone will see upcoming problems and solutions.

Run regular sessions where we look at the external patterns affecting the University, and what the implication could be. For example, “Challenges to experts”.

From newspapers to Nassim Taleb, the authority of experts, especially those without skin in the game is challenged. These challenges are aimed directly at universities – and the sector needs to formulate a response. A key to having skin in the game is being exposed to the downside of decisions that are made on your advice – with failure being an option. This could be a future topic for discussion with colleagues to understand what this may look like in our context. Crowd-sourcing opinions in this way would help locate coherent safe to fail experiments.

We need the ability to take opportunities. Currently there is no mechanism to assign IT resources to run small experiments to work better, or fix problems (low-hanging fruit). There is only the ability to run large, centralised projects planned upfront where failure is (correctly) not tolerated. Without creating the space for new ideas, we cannot take the opportunities,

and take small risks that could lead to large benefits. This is the basis of safe to fail experiments in a Cynefin complex environment.

We could not just concentrate on size. We could work out what would an appropriate sustainable balance UG, PGT and PGR intake so we can get maximum financial benefit without impacting on quality.

Size should be dictated by quality vs income – consider area of expansion in terms of resource requirements. Must be relevant to current/expected economic environment.

We should keep the faculty structure and not be departments. It has taken a long time to become a faculty and still needs more work on: student choice (benefits)/strategic benefits/flexibility around how courses are managed.

The number of students should not be too big so you don't devalue the prestige of the place. But student numbers should not be too small so that you lose the diversity of people with potential.

To what extent does increase in size impact on quality? We should only be ‘bigger’ if we can provide all the support

and facilities staff and students need and we can continue to improve quality of experience and achievement.

We must maintain staff/student ratios: staff are too stretched currently so this can't continue as staff already feel too loaded. The rate of expansion has to be managed.

Cohorts with diverse intakes will need higher staff: student ratio to maintain quality pastoral care

Don't increase student intake unless we have appropriate space to accommodate.

Expanding too quickly can cause an organisation to spread themselves too thinly and lead to its downfall.

How big should we be: as big as the market allows – if students are not interested/we are not getting the footfall, size cannot be forcibly increased.

How big: not too big that we reach saturation point or become stagnant. We need to ensure that we are still having an impact.

If we have to grow we do it slowly with a robust resource plan. We should shrink the areas that work less well.



What would define the size we need to be? Money; student numbers; reputation; research; staff; academic reputation; international students

Slow growth compared to fast growth; resource must be there to expand into.

We must maintain quality regardless of size.

We need to maintain quality and desirability of what we supply, which depends on restricted numbers.

Students need to be capable of actually completing the course and the exams. Entry requirements must be maintained. We have a limited market.

We could limit our size to quality.

To be considered as the top University of innovation in research and able to demonstrate high levels of teaching experience for our students.

Should size be considered in a wider geographic context – should the Faculty of Engineering be set up in Africa? Franchise arrangements to increase size, but maintaining quality is essential (learn lessons from UNMC/UNNC).

We should be as big as we need to be, without trying to be something we can't be. Quality shouldn't be compromised. Infrastructure shouldn't be negatively impacted.

Does big mean 'best' or size in terms of number?

You should only be as big as investment in expansion can support, so as not to effect quality of student experience/research quality.

Increased size should not break current staff.

How do we continuously develop our staff? We should have much more structured balanced development programs in place for staff rather than just focusing on research talks and funding opportunity briefing. How do we encourage the old staff to continue to develop and acquire new knowledge apart from their discipline-centred research work? How do we retain talent as the turnover rate is high in this campus? Is it a pity to spend so much on developing and training someone only to have them go in a couple of years? Is it worth it to hire someone new and let the cycle repeat?

How big should we be: we shouldn't lose the interactions we have with students and their experiences, large classes of 200+ will not have the same collegiality of smaller classes.

How big: not too big that it impacts on NSS and equivalent surveys for PGT/ PGR (PTES/PRES). It shouldn't impact the student experience.

How big should we be: as big as market forces allow without comprising intake quality and student experience – very hard to measure.

How do you measure student experience? League tables, NSS, etc, if these are available?

How do we know when quality is compromised?

We could allow for failing degrees and dropping out.

Only as big as to maintain quality and student experience. There is a risk that cohorts that are too large leads to reduced sense of belonging.

Facilitate some small group teaching, for example, seminars to develop staff: student relationship. Improve efficiency to

allow this, for example, material delivery to whole cohort then seminars – avoids students feeling invisible

How do we teach: slowly? Expansion needs thought and we need to make sure we have the appropriate support in place to support any increase/expansion.

Demand sees peaks/troughs every decade and need to adjust to a size that reflects the market.

Continual review of research and teaching.

To address Provocation 4 directly...we need a common sense of purpose; staff are siloed and often disengaged. Lines of communication are poor and the result is that many people don't feel connected or supported. I sense there is some self-selection about the type of person who works in a university and for all the benefits this brings – I don't think we are the best marketeers and networkers. Let's make it easy for people! I can honestly say I have never been visited by any staff member above level 6 and even the relevant level 6 has only ever come across to meet my boss (we are based on a different campus from our main team and honest to god it's like we live on another

continent or something). The senior staff are seen as distant and inaccessible. How hard is it to nip in and say hello every now and then to the people you ultimately are responsible for?

I like that we are moving in the direction of engaging staff more but we are still doing it in a very 'corporate' way. The VC visited our department once (on UP, not in my office) and it was so stage-managed that five staff members were hand-picked to meet her and everyone else was banned from the room. You would have thought the Queen was coming over. These workshops we are running are great but it's still contrived in a sense. I like the direction of travel but the destination has to be where this kind of behaviour is natural. The VC (or any other senior manager for that matter) is welcome to pop in for a brew whenever they like, I make a mean cup of tea so let's deal with people like they are people. While this is slightly tongue in cheek (although I maintain I make a mean brew) the principle is important. HE as a sector is only going to get more complicated and fraught with the changes that are on the horizon and we need to be at the top of our game. That cannot be achieved if we aren't all pulling together

and that will not happen if we don't know who each other are and why where are all here. A commonality of purpose and a commonality of behaviour is required as a starting point before we can even start to try and maximise the opportunities and mitigate the threats we face. It's a basic organisational behaviour question. Let's strip away the politics and the BS, let's energise and enable people, set out a vision that permeates through every layer of the organisation and inject a little bit of joy into the working day. Then, and only then, we will be able to work together effectively to take the opportunities that are available to us.

What does this mean in practical terms then? Mandatory training for all managers to help them adopt a managerial style that empowers staff.

More accountability and recognition for people who actually work hard. A video uploaded onto In the Loop each week introducing important research, that is, taking place in the Uni. Schools have to develop a sense of identity. Management among academia almost seems optional. Senior managers to tour periodically to make themselves known and

approachable. Seriously I'll put the kettle on it'll be lovely.

If a senior manager doesn't want to be approachable sack them (yikes!).

A common set of behaviours to inform how we approach work – it's commonplace outside HE and surprisingly it works. Flexibility and trust to allow people to do what is right. I wanted to send an email to students the other day (at the request of a student) to remind people not to talk in lectures. Seems simple (and a good idea) but I think it's been passed round three or four people more senior than me so far and I suspect a decision will never be made on it. If sending an email is that hard imagine what it's like to do something complicated! Show people the love a little bit. I've never worked anywhere where staff are thanked so little. Simple stuff but it'll work.

# Faculty of Medicine and Health Sciences

We could choose to foster and prefer small communities to enhance identity and experience and create cultures rather than trying to create one large community.

Hold some play spares like Google hub or companies with mobile rooms

Enable collaboration by having new buildings that have offices and communal spaces to help staff and students to interact.

Link strategic research planned (equipment and facilities) with the new build. But have to enable flexibility as well.

We could knock down and rebuild QMC.

We could look to create more of a faculty, identify within the Medical School, use of branding, spaces that are welcoming and carefully thought out with appropriate co-locations of research groups which spa across school/divisions. Innovative teaching spaces, plan for the future, integrate tech, multi-use of spaces, meeting rooms, hot-desk rooms.

We could take some inspiration from St Pancras, etc, and turn something ugly and functional into something beautiful.

We could build a huge faculty building

with Medicine and Health Sciences with a large health clinic which treats patients. Researchers could use these patients for research.

We could retain some satellite centres for patient research.

We could remodel facilities to maintain community and identify within the larger community.

We need to have inspiring purpose-designed and functional buildings and classrooms, need to modernise with technology.

Current facilities inhibit creative for T&L.

Create space for what we want to do not just find space to do what we have to do.

Use space to design experiences and inspire not just focus on functions primarily.

Build either above the Med School car park or knock down Engineering and build a new Faculty of Medicine and Health Sciences. Strengthen community. We could generate income renting out labs or clinical skills facilities.

We could build over the A52, it's a barrier

to our collaboration with other universities. Move Engineering out to Jubilee and expand MHS onto the site.

We could move all of Engineering over to Jubilee campus, knock the Engineering building to the ground and redesign the space between QMC and Life sciences/ Psychology to make it safe for pedestrians. More attractive trees and new buildings for MHS faculty.

New LS building on Sutton Bonington campus to free up space in QMC and UP.

Knock down old estate across the bridge from QMC to create space for new build for FMHS with trees etc.

We could build a new building to provide better space particular for teaching

Could we build more new buildings to accommodate our expansion?

We need a revolution in space (to restore spaces where meet, not graduate schools) and in equipment (to find breakages)

We could have shared research work space to have new research initiatives, stop delays; isolation of researchers.

We could exit QMC, a depressing

environment, onto main campus new build, is QMC unworkable to refurbish?

Could we ensure future space to bring together people organically (like Google model)

Could the faculty take over Jubilee Campus?

We could move away from expectations for single offices for many staff.

We should have more flexible bookable rooms for ad-hoc networking

We should build a new Faculty of Medicine and Health Sciences teaching school with flexible areas.

Any new teaching building should include research space to avoid dichotomy of research vs teaching.

We should build a new medical school in the heart of the campus.

We should have a faculty campus, Jubilee? KMC? To engineer an identity.

Organisational culture for medical school, need to have better meeting place/foyer.

We advertise Nottingham on the basis of fantastic campus but real estates for SOM,

SOLS, SOHS is poor, especially teaching rooms. We could have a new building to improve this or radically redesign the school building.

We could co-ordinate more effectively between the Trust, the University and the hospital.

We could build a collaboration space over the ring road to replace the footbridge.

We could improve communications technologies to help promote collaborations internally.

We need to support and maintain key embedded units as this is a good use to encounter future people to come here and collaborate.

Could we structure a space which brings students and academics together?

We could improve our use of technology for virtual meetings. This would help break down the "virtual" silos and encourage the type of collaboration we need.

We could have a masterplan within the city to develop the hospital and Medical School.

We could become providers of NHS or

health services more generally (as an organisation) so that the patients come to us rather than as a University, staff going where the patients are, that is, embedding on NHS NUHT space.

We should balance central teaching space with space development at partner NHS trust.

We could transform the ranking of the University as a whole if the space concerns of the faculty were really met, NSS rankings, league tables.

We could improve the funding model for infrastructure to help future campus life and attract people to us.

We could tap into philanthropy in a much more efficient way.

We could make sure that all students fee income ends up in the right place, that is, in teaching.

We could separate teaching budget from research to improve research infrastructure; it's not transparent where money is spent.

We could make transparent the control of money and decision-making to help infrastructure.

We could restructure School of Medicine, hard to solve geography such as Derby Med school.

What about take-overs, mergers of HEIs – would we up for growing further?

Estates (University) should delegate significant budgetary and strategic control to faculty, estates should not be central.

We could be much better at supporting infrastructure and equipment, for example, via philanthropy.

We should standardise our IT into a single space, for example, OneDrive/ SharePoint/365, etc.

We could promote ourselves via marketing much more effectively; faculty marketing is non-existent.

We need to synchronise IT provision; it hinders rather than assists working.

We need to get the basics right.

We could examine closely whether the infrastructure is the way it is due to lack of funds or misplaced investment or FHMS missing out on investment that was wrong in other places. Can we make big changes to the level of investment in the future?

Infrastructure could be expanded and enabled to improve staff and student experience.

We would radically improve facilities for web, video, conferencing; Skype for business is rubbish.

Centralise equipment, hubs, working pipelines but centralisation only works if done well and builds trust, that is, not like timetabling, Project Transform, etc.

Major re-think on how equipment is maintained and services through its lifetime. Easier to buy new equipment than maintain equipment of more than five years old. Same for technical skills to support people running equipment.

It is awful in so many ways, poor strategy for data future-proofing, poor data storage, video conferencing, poor timetabling, etc.

We could centralise more intelligently, other schools pay twice, once to ineffective centre, again to do the job properly.

We need to focus funds on maintenance of equipment and core services! This is not covered by grants!!

Getting it, Wi-Fi, social space and physical build right all over, will have more effect than new research priorities/Beacons.

We could make it easier to bring in equipment for students to use new formulae.

We could improve the infrastructure by having a project creative hub to gain approval for new ways of teaching and /or working.

Get rid of central timetabling and regain flexibility and control of our spaces and timetables or central timetabling must become fit for purpose.

We could hold people accountable for their actions. For example, if a Uni service screws up maybe heads should roll as they would in the private sector.

We need to change accountability of central admin staff of schools.

We need to improve our central services.

We could change our models of our programmes (would need to lobby government) instead of unpaid placements, teach academic subjects and clinical skills, third year speciality (including science) and then paid

placement in practice, could move out of hospital space, can do visits, voluntary, etc.

We could think more carefully about centralising processes. Currently centralisation of some processes has been worse than letting local staff continue to undertake activities.

# Faculty of Science

Build a city centre civic space with a café.

Build a concert venue.

Build another hotel.

We could improve employability of students, for example, food science; catering; environment; estates, IT.

Engage with apprenticeships and related training.

Co-teach masters with other universities to show students to gain two masters, for example, middle year of a Chinese three-year masters.

More strategic partnering to increase student exchange but also incoming fee-paying students.

Be smarter about how we go for bids – more interdisciplinary, more collaboration with external parties.

Align our research with industry strategy challenges.

Increase collaborative research between departments and with other institutions.

Build links to growing HE markets, for example, Africa (Kenya) with a view to opening campuses.

Relocate overseas campuses, for example, Kenya, Ethiopia.

Ultimately need to ensure we engage effectively in the public sphere to try and win the argument that quality teaching has a cost.

Spot when advertising is not worthwhile; identify strengths.

Make use of strength in places fund, that is, better links with senior council/ University staff.

Explore opportunities for other income generation without impact on core business, for example, online programmes vs current programmes financially sustainable.

Transparency including technical staff of who pays for support services; is this paid for by the researchers that use them? 'Cheap' research suffers for some of the more expensive types.

Review contracts of supply across the University. Central catering is too high cost and uncompetitive.

Secure central government funding at a realistic level! Fewer student should be going to university! Fewer universities!

If buying, for example, a laptop and group savings, then return % to school not to centre.

Research staff paid for on operational budgets.

We could have a more imaginative approach to year-end, trying to avoid the 'need' to spend money before accounts are zeroed.

We could maximise the purchasing power of the University, for example, the same hand dryers in all toilets.

Spend what we have or get wisely instead of wasteful.

We could be more nuanced in our approach to financial abuse.

Be better at anticipating trends in research and student funding.

We could trust devolved spending, allow schools to spend efficiently, for example, clamping down on purchasing card abuse, by not allowing PC spend is an example of creating inefficiency.

Is cost-cutting done in the right way? Or in the right areas? Easiest way in not always right.



Does the faculty need to be financially sustainable if the University as a whole is financially sustainable? Could we accept that some pockets of the University run at a deficit?

Could we avoid sending money back to research councils?

We should have financial transparency. For example, how much does it cost to deliver our teaching in terms of lecture theatre costs, staffing and so on. This could ensure that programmes are correctly costed.

We should stop wasting so much money centrally, for example, TV screens, Beacons, layers of bureaucracy.

We should fund school-based business engagement staff to increase research sponsorship, philanthropic donations, increase services and develop new corporate partnerships.

We should increase revenue from our facilities.

Increase services rendered income for analytical services.

New income streams; high-level apprenticeships; alumni funding.

Embed specific members of alumni team in schools to capitalise on initiatives that could generate funding from alumni allowing essential school resources to be used for other activities.

Increased industry funding possible via commitments to a 2.4% CTDPR and D budget needs larger corporate partnerships.

Embrace a broader range of income-generating activities; services, sale of equipment, industry related funding, government funding is aligned to this

Maximise funding from research councils – greater analysis and reporting so that money is not returned or that units for not absorb costs that are not funded by funders

The only solution is to increase number of students; to do so more teaching staff should be recruited and more teaching spaces

To make a profit scrap research – FEC is a farce but it means all grants are 'loss making'.

There is simply not enough research grant money available to fund all research.

Charge degrees by employability. For example, double for unemployable subjects.

A successful organisation needs a symbiosis of its various components. When this breaks down, the organism weakens and eventually dies. In the University there should be a symbiosis between management and the academic staff; the number of administrators and bureaucrats seems to be increasing. Directors and chairs of this or that committee need to create new schemes (to show that they are doing something) But the workload generally falls onto academic staff, squeezing the time available for doing world-class research and high-quality teaching.

Let's have some democracy.

New VCs change the system (it is well known – they have to make a mark)

The University is feudal and only responds by knee-jerk marketing – real change please!

Stop growing?

Change smoking signage policy to allow improved signage for smokers.

Sodexo are not giving value for money, staff, student or business. More competition.

Look at facilities and how we can better share across the institution fit for purpose/ future-proofing.

Could we have an alumni office that works!

Better IT systems.

Buy in software rather than building our own systems.

We should make better use of internal expertise and resources, for example, in replacing student management systems or designing the timetable.

Hire of lecture/labs in summer.

Better financial systems to control spend to see easily where the money has gone.

Better financial control – don't give money back to funders.

Sort out procurement – we pay over the odds far too much.

We are rubbish at commercialisation compared to other universities

Revise the preferred suppliers on a much more frequent basis; they clearly do not do a great job and it seems much more expensive than other options most of the time.

We could concentrate on core business.

Managing change in a complex and varied population.

More forms on recruitment of international students to increase income – new markets.

What happened about trails (underachieving areas/people)?

We could value and reward our staff to retain talent and support them to write more grants.

Write grants – be more competitive multidisciplinary, game-changing (horizon-scanning)

Cull the number of administrators and bureaucrats and managers. Use the money to fund research at a level that will allow us to compete with our international competitors.

Be conservative in hiring numbers and in growing non-teaching/research roles.

We could trust our academic staff rather than policing them (for example, Google's decision to do away with travel policy).

Free up academic time by admin support for some aspects.

More admin support to free academic time for research and teaching.

Reduce the number of bureaucratic staff/ admin/management positions.

Make the University cut smaller by making central services more accountable.

We should ensure that we hire staff with the correct expertise to ensure we make the correct planning decisions and ultimately save money. Good examples of wastage include many fail and expensive IT projects, such as Campus Solutions.

Outsource management stuff like HR.

Outsource some or all of our Professional Services; can the faculty choose what services it pays for? Could we get those cheaper?

We should make more of expertise in school-based non-academic expertise, for example, research development in University-wide initiatives rather than

recruiting new people to faculty/University roles

So many admin and management posts – cut back on the proliferation, seriously!!

Do we need so many admin and management?

Scrap Student Services – take back school control

We as academy staff should not be so concerned about finance; good teaching and research.

Become more elite – less students in physical Unis of prestige then an online spin-out linked to UoN.

Access to new student demographics: overseas, Third Age, delivered in person and/or virtually, while doing this efficiently/effectively.

Do degree apprenticeships make us money? How can we integrate if they do?

Interview to include conversion? Proper level of effectiveness and implement?

Must continue to support 'less popular' subjects – costs of all courses to cross-subsidise each other.

We should offer a broader range of degrees/CPD that generate revenue – apprenticeships/ CPD courses.

Get in more students to increase income, but teach through more innovative ways, for example, online – but still delivering a Nottingham experience

Increased internationalisation especially in Humanities.

You should insist the University reply to the suggestions.

Diversification of activities (in a cost/time effective way).

University of Waterloo (Canada) co-operatives!!?

More horizon-scanning – anticipation of next big thing.

Intimidation.

We could stop running the faculty like a business and move towards something like a creative industry.

Clamp down on paid external work so that more comes back to the University.

Consultancy.

Reduce bureaucracy and increase efficiency.

# Faculty of Social Sciences

'Provocation about faculty' – at the moment, I do not feel the Faculty of Social Sciences

Is my community as we do not do things together and some sciences in the faculty are very remote from ours. I feel that my communities are my school and my University. In terms of interdisciplinary, I don't think it should be confined to the faculty but is far broader than this. Interdisciplinary can be in the same field between the different strands or between Social Sciences and other sciences. That said, I'm happy to be convinced otherwise and maybe faculty meetings can be organised so that people with similar interests meet. But I think this happens already to a large extent with the RPAs, which are a great initiative and are not limited to faculties.

Enhance micro-placements as part of the curriculum – an afternoon in SSP, Marketing – we could encourage internal placements in UoN.

We could have students working on real businesses, for example, Ingenuity Lab.

We could have/establish more obvious links within the faculty and across schools/

departments to actually develop a sense of belonging to a faculty.

Faculty of Social Sciences has a role in facilitating cross-disciplinary; that is, the nature of its composition.

We could have more cross-faculty teaching of relevant modules, for example, Education and Psychology, Arts and Social Sciences.

How to connect faculty – shared space (physical), research institutes, cross-disciplinary teaching/modules/courses

Genuine collaboration is bottom-up – and that needs time.

Build opportunities for collaboration in terms of both teaching and research. Budget freedom (teaching collaboration). Time freedom. Space freedom

Need to create mechanisms across schools that give people a reason to collaborate. But there's too much pressure on staff to meet REF targets, so there'd need to be an even greater incentive to unite faculty schools effectively. External requirements cut across efforts to encourage staff to work together as a faculty.

Not enough common ground across

schools in the faculty to unite it effectively. We've become too specialised and focused on our own areas.

We could encourage broader education and more collaboration within schools and believe in schools, challenging increasing specialisation and working in silos.

Need to have people with broader interest and knowledge. If there are too specialised people, it is difficult to create collaboration among schools in a faculty, with different faculties and even among people in a school.

Need to have joint events involving different schools in faculty and involving different faculties to increase collaboration.

We need the systems to support this. In a business facing context, a CRM is a basic requirement of operating in a late 20th university let alone a 21st-century one.

We could encourage an identity that is practical and linked to the real world.

The incentive structure (REF in particular) is biased against interdisciplinary research. People inevitably respond to incentives!

A practical problem might be related to

reward research published in another area journal. For example, an Engineering faculty rewarded to publish in Economics; an Economist rewarded to publish in Geography journals. University needs to send a clear message about it.

Stop abusing the Business School as a cash cow.

Unique about Social Sciences – it's really got a ragbag of schools – much easier to answer the question about USPs at school level. No obvious advantage to selling the faculty vs school. It's also created a bit of a 'fatty layer' of middle management.

Rise in faculty power/influence recently. Not sure that this is a positive thing / detrimental to school USPs/identity/creativity. Can't see who this is benefiting – another layer and structure.

Purpose and identity of our faculty should lead decisions about form and structure but shouldn't try to summarise complexity too neatly. Need to value diversity of methodological and disciplinary approaches.

Decide on where and how we want to standardise/align/leave autonomous in terms of systems, processes and cultures

without needing to get rid of schools.

How do you define the identity if you can't identify the identity of the different schools?

We need to break down the assumption that 'the faculty' 'does things to us', 'stops us doing things. The faculty is here to enable and support.

Business School re-imagined as Applied Social Science school – mechanism for impact of faculty research on SDGs and open to all students and integrated with research Beacons.

Refresh the RPAs (which are now approximately five years old).

Challenge the orthodoxy of faculty organisation and have an open dialogue about the pros and cons of faculty organisation and how far we want to go in terms of consistency across the faculty. And agree to act on the conclusions, if the balance of opinion is to reduce faculty structure.

Promote the faculty more. Many staff think about their own school and possibly the University in general, but don't know what the faculty is for or what it does. There

is some scepticism – at all levels – about why we are moving towards such a strong faculty structure – probably amongst Heads of Schools as much as anywhere. Was that the point?

We could question how arbitrary the concept of a Social Sciences faculty is. Whose interests does the current conception serve? Is it mostly about financial management and targets or is it about core business? It can seem like increased hierarchy and bureaucracy.

We could/should reduce the power of faculty PVCs and make it a rotating role where every three years they have to apply for the post and are interviewed by a panel including representatives of staff from all levels and job families and students.

If faculty has structured so have departments. Rather than schools, need to be such that identity of schools can be maintained. The Business School competes with other business schools who have very strong identities. We need to ensure this is maintained or enhanced. Need to ensure student voice is heard and responded to.

We could consider where research centres sit in the structure if we wish to encourage

inter-disciplinary work. – sitting outside of the school, within the faculty. We could consider the opportunities for faculty-wide engagement beyond the faculty 'visiting' the school. We could offer collaborative teaching and modules, for example, History of Politics shared with history and politics. Education Policy – politics and education; guest lectures. We could consider how we identify to our schools first.

[part of one comment redacted] The faculty is very top-down, with little or no accountability of the PVC to the members of the faculty. We could elect the faculty PVC or we could abolish the faculty PVC role. At the very least the faculty PVC needs to be properly accountable to his faculty members.

If we want to benefit from the scale of the faculty, investing more in support to facilitate ideas (for example, major grant applications) is likely to work better than trying to identify common intellectual themes.

We could have inter-disciplinary projects for students, for example, business and fashion.

We could encourage reading groups across schools/seminars/discussions.

We could do more on inclusive learning, regardless of the discipline; gender, BME, disability. All of our spaces should be inclusive.

Agree a set of strategic issues/theories/questions/methodologies that we are collectively wrestling with and then find ways to collaborate around them (without needing to restructure schools and faculty, etc).

Be more consistent and transparent about remuneration – levels 5,6, and 7 should correspond to increasing salaries, which is not always the case (at the moment it is possible to earn more in level 5 than 7).

Identify a cross-disciplinary signature research project.

Research Priority Areas (RPAs) could be more active and aligned at school and faculty levels. Tensions between RPS and Beacon-related strategies should be aligned/harmonised to support research collaborations even better.

We could recognise that the faculty at Nottingham is not like the Engineering

faculty. And not think that what works in Engineering will work in Social Sciences. (Learn from Transform!)

We could think about greater communication about inclusivity in email, PowerPoints, etc.

We could foster greater communication through events like today...the university as a space for communication

We should recognise that the faculty is very diverse and not seek ways to standardise it or straight-jacket it. Instead seek ways to benefit from and encourage the diversity.

# UNMC

We should take bold risk and combine degrees with industrial partners to make our degrees unique and meet the demands of the market.

We should host many more conferences and workshops that discuss world topics at our campus as it will show the importance of our existence and contribution nationally.

We could organise more awareness training on financial sustainability among Level 3 to 7 staff.

We could be more serious when we address financial situation and explain how this actually translates into University's affordability to reward employees.

Financial management in a more responsible manner with competent staff. Strategies to redefine and re-identify sources of income to the University.

We should refocus on how we spend our financial resources. Priority should be given to: improving student facilities; improving safety measures around campus (for example, night light/street lights); promoting the University name and brand by performing regular community outreach.

We should reduce the tuition fees of our programmes to make it affordable to all students from different walks of life.

Put people in charge who know how to navigate the fine line between spending and saving: not all spending is bad; not all saving is good.

We should think of more innovative ways to be financially sustainable by having more lifelong continuous learning. We should generate income by looking at the niche demand of the country and region closes to us as we have international expertise to offer.

We could balance the budget rationalisation by looking into reducing costs of operation at all levels. Certain cuts more done at specific areas while there is still other big spending happening. The budget rationalisation needs to be all-rounder.

We could reduce the costs. The current procurement process is a rigid structure and we often have to purchase items through certain suppliers who have higher margin, knowing that now online purchases are much cheaper while offering the similar products.

Income diversification-tuition fee, research revenue, accommodation

Allow the University compound to be an avenue for advertisement. Retailers could advertise within the University compound.

We could have our own equipment rather than outsource. So, save more for a long period. For example, Estates should have proper storeroom for their equipment (long tables, exam table, round table, extension wires). This equipment is required in any programmes/event. If there are more than three events, we are short of equipment.

We should collect deposit/advance payment from residents (to all staying on campus accommodation). Build more accommodation; we can offer to tourists.

Management needs to be more prudent with its own spending amongst MBs. Cut their benefits first before other staff.

We could manage all the equipment periodically to ensure it can be used efficiently; proper planning on a needs basis; to spend budget/value for money; all levels of staff more accountable, especially dealing with equipment.

We should start thinking like a business, that is noble and delivers knowledge. Keeping the structure very ethical but generating income to sustain ourselves.

Attract more students! During the time of the Roman Empire, many regions wanted to be part of the Empire! We should make UNMC as the place for potential student to be their preferable learning institution and space through: interactive and unique learning; supportive of self-learning; developing students to be daring enough to start and finish a project safely; develop students to be able to produce intrinsic ideas and implement those ideas; engage and live with surrounding nature.

Rent out our facilities.

Build an international school to target this growing market in Malaysia.

Consider an incentive option for PSS Staff and department in similar approach that is given to academic staff. This will encourage and motivate staff to try to bring in more business for the University.

Need not have too many MB on higher management staff. High salary staff, no to reduce. Offer vss. To reduce staff number. Offer to work two days a week rather into

five days a week. Have staff barometer. To get opinion/ideas.

Change staff mindset to enable understand the University objective and achievement. Reduce staff's enrolment exercises from abroad. Raise awareness of a financially sustainable campaign. Managing of department. Big data. Student lifestyle info, spending habit, payments, use of facilities, etc.

We could expect to improve our debt recovery mechanism to ensure that monies are collected in a timely manner and not classified as bad debt or write off.

We could ask/expect budget-holder to be more responsible/accountable when approving expenses.

Stop spending on unnecessary expenditure such as landscape. We could encourage partnership with company in generating passive income via sports/clubs/academics.

Plan ahead on student recruitment via roadshow and media.

We could provide in-house entertainment; a small shopping facility; more cafés to generate income.

We could invest on proper own transportation to reduce expenses.

We could consider internal solar power plant to reduce electrical expense.

We could create a partnership with schools on recruiting potential students.

We could propose renew of management planning.

We could renew our vision and mission.

We could use the student club ideas for business.

We could prioritise our spending.

We could stop the abuse of power from top management.

Improve the marketing aspect. Instead of promoting our teaching and learning programmes, we should also promote Professional Services courses that we can deliver as we have expertise on campus.

Do not be penny-wise, pound-foolish! Reduce fats! Unproductive/unfit for employment staff. Sunset courses (under demand trend) Better financial management. Unnecessary interest charges, loan facilities, payment terms,



speed of processing payment, etc.  
Managed budget spend according to means accurate financial/management. Greater efforts to increase income stream; more students; be more marketing oriented, for example, collaterals, customer relations, follow-ups. Other income stream – research grants.

We should invest in a market research report to understand what the region wants so we can be more focused in meeting those demands.

Outsource some services to control cost/ more efficient and agile in managing cost. For example, lecturer.

The biggest cost is payrolls. Should look into optimising workload or research productivity level. This – and hiring part-timers – can control the payroll.

We could build more relationships with vocational and industry colleges so we can offer programmes that are more attractive.

Consider partnering with or investing a local based TVET provider so that a greater sector is covered.

Make serious recruitment efforts in Indonesia, Thailand and Philippines

Increase international student numbers by focusing on emerging economies (Philippines, Indonesia) with directed scholarship.

We should tap into new markets.

Explore reasons for increasing number of central Professional Services staff when faculty numbers have been unchanged for years.

Flexibility, flexibility, flexibility; some courses and units may have to close (this is difficult).

We could work harder. Concentrate/focus our efforts into the education industry/ sector. More efficiency and competency in Professional Services. Improve strategic leadership.

# UNNC

Build our institutional culture and memory with growing community of staff, students, graduates and parents.

More cross-department collaboration on talent recruitment marketing to better use resources (for example, HR work with Global Recruitment Office)

Not sure about size - more our University should be the go-to place for Engineering, especially recognising we are in an industrial heartland. Having the large engineering companies saying University of Nottingham and recommended in the same breath - queuing up to give guest lectures, etc.

Make more current and potential students aware of the progresses and achievements of UNNC to improve the overall reputation.

We should have better presentation of our teaching quality and student quality to society.

Look at more people-branding opportunities.

Leverage resources of parents to promote branding and people development.

Engage more with other universities through national competitions or student

events to let the public know more about our high-quality education.

We have many alumni working at UNNC. Promote this: why people want to come back to work at UNNC and make people aware of the value of UNNC.

The recruitment market has changed dramatically. Need to enhance our reputation, brand and value proposition.

Build good corporate culture and values. It is the most important factor for staff retention.

Student quality is one of the top factors for social recognition. We should maintain and continuously improve our student quality.

Should address the value proposition of why should people want to be relocated to China and what value do they expect, not just for salary and benefits but also for future careers, and teaching and research value at UNNC.

Better prioritisation of University initiatives to attract, develop and retain people.

Better support to schooling of international staff's children.

Brand our University as the best for

international staff to work in China in terms of the services, environment and other aspects.

Develop and attract more good researchers.

Better support for international staff's family to stay and work at China to increase staff retention.

Better support to allow domestic staff and their family to move to and stay in Ningbo for work.

Stronger branding of our student quality and graduate quality to attract good people to join UNNC.

Take measures to address the gap in student quality among current students.

Build good culture among current students.

Retain and attract more of our UG graduates to study PG programmes at UNNC.

PG programmes with a good combination of international and domestic perspectives can be a good attraction point for students to come back to study at UNNC. Establish more partnerships with other international

universities to embed PG exchange opportunities in the programmes

Increase the quality of PG programmes and recruit high-quality masters students at UNNC.

Identify our own competitive advantage and continuously increase our own research level to attract people to stay for research.

It'd be good to know that staff contributions have been discussed/ used and a report be done on the staff contributions given, as per the last senate in relation to Green Papers. Though maybe this is already planned for this consultation and then ignore this last paragraph.

# Professional Services

I believe there are three core issues underlying here: not recognising local expertise; people working in silos; and a culture where individuals feel obliged to know things rather than being encouraged to seek information. In many ways these are linked and can be tackled with a cultural overhaul focused on these messages.

I also believe the top-down management approach of the University is toxic and feeds into much of the above. I see on a regular basis local decisions being overruled by individual UEB members because of a lack of understanding of the impact those decisions make and because senior managers will not challenge UEB or have their teams' backs. Of course, there are times when exceptions need to be made for strategic reasons and there may be context which justifies the different approach suggested. However, I do think there needs to be a more open culture where local managers can have their expertise sought and respected, even if their opinion is ultimately overruled.

I think we are big enough already as there is no further space to accommodate expansion....and extra students do not

necessarily result in extra staff recruitment to support expansion.

How big should we be? You mean staff, students, facilities? We cannot keep growing for ever, what is our limit and what is informing that limit? As we stand, the current UP site allows little growth and with facilities that are not fit for what we require – both teaching and research. It limits us. Without significant investment, which requires first understanding of our needs then we are near capacity, for example, lecture room sizes, labs that are not fit for purpose (and leak, causing delays and cost).

What size do we need to be? Is this not decided by the cost we need to generate? Or we look at growing in a different way, dedicated online teaching or CPD for industry, for example, Severn Trent (the later having great value to the quality of our teaching – and we can use CPD for industry for teaching our students, for example, the Severn Trent needs were very different to a lot of what we currently teach students). Added advantages of stronger collaboration with industry meaning dissemination of teaching quality, research opps.

I feel that without a change to how and who we teach, we are near capacity. Also, and tied to prior questions, we need our Engineering environment to encourage teaching, learning, research. plus develop that community. For Coates, it is currently a thoroughfare with concrete and car parks.

Working together is all about having a shared vision and clear objectives, that are well communicated and understood, that has the buy-in from the University community and therefore leads to us all pulling in the same direction. These need to be revisited at regular intervals to accommodate changes in the wider landscape.

One of the peculiar elements of a University is that we almost act in loco parentis of the students. The majority are at a key transition in their life; starting to pursue a career pathway, potentially living away from home and away from their support networks, operating with a new-found freedom but equally new levels of responsibility. We have a duty to help nurture them and provide them an environment to achieve their potential. We should be looking to produce well-rounded, motivated, socially engaged,

high-level thinkers who are ready to be the leaders of tomorrow. To do this we need outstanding staff to deliver in terms of both teaching and research. We also need the infrastructure to support our ambitions from digital systems commensurate with the needs of the students, to providing high-quality learning, living and social spaces that promote effective study, social interaction and healthy lives.

Upgrade teaching and services to meet students' demand, help them be competitive in the market as well as to gain a healthy life.

Common sense of purpose.

We could share positive stories of value of engaging with Professional Services.

We could change the culture.

Help communication between staff.

Face-to-face interaction.

Too much silo working – seems to be inhibition to allow help 'outside of the box'

We could work harder and better to generate a sense that we are all in this together

People need the chance to develop natural relationships with each other to aid better collaboration, patience, cooperation and 'bearing with' each other. Academics and support staff need to be together not 'siloed' off.

Trusting your colleagues; time and space to build relationships – tea breaks, social activities; space to listen to each other and discuss and generate ideas together; understand other's viewpoints – something may not be urgent for you but it may be for others; respect for each other's expertise; knowing people – meeting people for the first time in a committee really is not the same as knowing them beforehand.

Do more to acknowledge and celebrate team-based success, emphasising the contributions of all members and how University deliverables are enriched by multiple cultural and professional perspectives

Help build relationship-building and trust between academic and APM. For example, use good examples of team-based support to foster; empower junior researchers; better connect with each other; make time.

We need to have a Lencioni model: Delivery. Direction. Commitment. Conflict. Trust,

Publicise more team-based successes.

Develop between relationships and communications with academics to ensure both sides understand the issues faced by others.

We could interact more with academics and Professional Services – have events that include both. We need to improve respect and trust on both sides.

Spend more time communicating with academics to build trust and credibility.

Team lunch.

Have networking sessions to enable us to get to know other people and their roles.

Meet more people; face-to-face opens opportunities.

Size of University makes it more difficult to build relationships to be effective.

Trust needs to be rebuilt.

Understanding – priorities, world, joined-up approaches

Setting a culture of mutual respect between the academic and Professional Services from UEB – clearly articulated with the benefits of working together.

We could have big (across the University) conversations about how to tackle challenges and what we are prepared to do about them. What would need to happen to create a step change in our NSS scores? What can different parts of the University contribute to this?

With increased faculty-based Professional Services, we could have team development/networking opportunities to encourage collaboration.

Professional Services and academic staff need to work together to develop the student journey support systems to facilitate our delivery – we need to ensure we can have a voice together to improve the systems that go live in December.

Encourage more opportunities to come together as Professional Services to understand different services and create contacts/relationships

We could, as individuals, be far better at sharing who we are and what we do – being visible and accountable.

Talking is good – should not be seen as time-wasting.

Time to converse/talk/chat together and not be constantly constrained by tasks – not sometime productive tasks so that bonding and cohesiveness ensures people work together well.

Create teams rather than breaking them up.

Lack of understanding of roles/tensions between Professional Services and schools. Not working together as one team.

Colleagues not customers, not them and us. Understanding contributions that colleagues make – how can we understand each other's role?

Common sense of purpose. Help communication: face-to-face is key – we use the relationships that are developed face-to-face. Develop relationships.

Methods of communication: face-to-face very effective – geography and distance of colleagues makes life difficult.

Develop team and ownership/belonging.

Create more networks across the whole

organisation; need to break down silos.

Real disconnect between Professional Services and schools – become polarised – we need to break this down.

Need to allow space in working week for interaction and collaboration – it needs dedicated time.

Change the narrative from 'them and us' to 'we' 'customer' to 'colleague', internal client to partners together.

The relationship between academic staff and Professional Service staff: do we need to have more conversations together to bridge the gap in understanding? For example, the academic session on 21st Century University done separately to the session for Professional Services staff. Should we be doing this together and gaining each other's perspectives?

Embrace projects and approach to collaboration and engagement.

Professional Service departments could invite representatives from other departments/academic units to their meetings to break down silos (or use video messages, etc.).

We could, wherever possible, when

planning staff engagement, bring academic and support staff together (success of CMA programme).

Work together across schools/faculties.

Bring academic and Professional Services staff together more.

Shared ambitions and shared neutral understanding.

Need more shared mutual understanding between APM and academics.

Better dialogue between schools in a faculty and across faculties. Too much working in silos

APM helps to share bureaucratic burden from academics. But academics: resistance? Keep things to themselves. We could help build relationships and trust, more case studies on what works, what go well, must be team-based success. We could surface problems before they occur, for example, escalate to higher level, give equal power to junior roles, some great ideas come from early researchers or replicate small/good examples.

Professional Services should also better connect with each other; different expertise, coordinated, joined-up way to

draw the fantastic facilities

Forums to discuss problems which involve different departments – also for discussions between academics and Professional Services; making those things a priority for staff. Free lunch; more frequent (because overtime will lose importance); within working hours; easy process to raise problems.

People are more helpful when dealing with people rather than via an email.

All schools do things differently and in silos. This must be considered when systems are introduced.

There are so many IT systems missing or not working so lots of schools duplicate systems and create their own, wasting time and resources. For example, risk assessment, training records. We could provide better IT and training on systems to streamline processes.

Improvement in systems to facilitate us working more effectively. Too many local bespoke systems because the University system does not support.

Opportunities for face-to-face contact are required – IT will not fix problems.

Yammer/365 groups, etc, are okay, and allow interaction but do not build relationships

Need to use technologies.

‘Delve’ Office 365

We could be clear about our value as a sector/institution.

Shout louder about the impact of our alumni on society irrespective of discipline or in spite of discipline (so, promote the societal benefit of our Arts and Humanities graduates)

Share our knowledge of upcoming changes more effectively, outlining how parts of the University might be affected.

Leadership – effective.

Remove ‘the centre’ and provide greater autonomy, devolved power (admitting that localised, personalised, known networks engender trust and greater agility).

Have we become too big an organisation?

Break up the University into smaller academic and co-professional units to increase trust and promote face-to-face working. Project Transform has increased

'them and us' view and mistrust. Need to break these barriers down. HR, Finance, Marketing, Digital, IS at local level. SS. Not centre vs academics

Consider physically placing teams on the same campus where appropriate/sensible.

Build networks across the University; 8,000-plus staff is going to be a challenge though.

Consider the University structure(s) to ensure that we are not too big. Do we need to break down into operating units? Do we need to abolish 'the centre'?

Consider how decisions are made with legitimacy without being too arduous.

Adopt a business/industry approach to approval processes and limit committees.

Limit/minimise the approval process for new ideas to enable them to be trialled without meeting too many roadblocks.

We could make short and medium-term decisions as well as long-term.

University has a lack of multi-disciplinary teams – or respect for them and their areas of expertise. Difficulty in standing up to academic pressure. We are the experts

in our areas. Also a division between different Professional Services; where is the collaborative effort? Academics are research-led – academic pursuit as the ultimate priority. Individual culture. Need to aim for more common goals. Cultivate a nature of respect. Step-change – big conversations across the University. Being brave to stand up – using level of professional expertise.

Culturally – the University continues to separate admin and academic staff. The shift needs to come from the top – the University is run by academics for academics, look at the make-up of UEB

Look radically at our leadership and whether academics should 'lead us' or whether we need more agile leadership, streamlined academic boards and decision-making processes.

Some faculties are good at ensuring Professional Services are at key meetings so we need to grow this culture at faculty and University level to engage on all issues.

Encourage mixed Professional Services and academic meetings, so we all understand our priorities and needs – encourage joint working.

We could bring admin staff back into schools.

The University likes to create silos, even for networking events.

Empowerment – enable people to make decisions.

De-silo.

We could make meetings/discussions more open so we exchange knowledge. Would need to be underpinned by good info on what was happening across the University.

We could change University structures.

Top-down directives sometimes required.

We could allocate resources and space more according to need than status.

Improve staff look-up to make it easier to find out who to contact if you have queries. We could do this on Workspace too. We could have a better internal communication to make it clearer to know people and create community. We could find ways to understand other people's priorities; there is always a clash of priorities that makes it difficult to get your job done



The size of the institution makes finding the right person to talk to challenging. Staff look-up is really not helpful.

Finding who is the right person to talk to may not be easy.

We could use email less and more face-to-face communication.

Walk and talk instead of email.

More pictures on emails.

Have times that allow for email to be 'off'.

Provide better resources and support to allow staff to strive and do a good job. I feel most currently do a good job despite the University rather than because of it.

Stop physically sectioning staff off, physically removing from the academic staff; makes it harder to work and puts barriers up, no longer part of the team and relationships destroyed.

Support staff are under resourced. We could resource better, train more and then support academic staff better to deliver high-quality teaching and research.

Physical infrastructure impedes working together.

An appreciation that we are all part of the same organisation.

We could have a more central point of contact where staff can find the relevant person when trying to complete work across department. Students have Student Services, it would be useful to have something similar for staff.

Have technology for sharing information that does not act as a barrier to that information. Needs to be intuitive, meet needs and well explained.

We should all add our skills to O365, delve and communicate how you can search for people by skills! (break down silos using technology).

Add our skills to O365 profiles allowing people to find the right members for cross-functional teams.

We could have a go-to place for important communication.

Too many emails.

Tasks/work that we have asked to do or contribute towards can sometimes seem very abstract to individuals and we may perhaps not understand why it is relevant to us. It would be great if we made it a

priority to help others, who we need to involve, understand why what we are doing is important to their department or operation of the University. Colleagues seeing the bigger picture.

Strongly articulated whys – why engage? What is in it for me?

All staff need to feel that they belong to the University. Many just feel part of their school or even their own research.

Incentivise/reward academic staff to be involved in non-core academic/research activity, for example, recruitment/ outreach.

Offer more recognition incentives for collaborative efforts.

Consider incentives to help colleagues work effectively. Incorporate University priorities into workload models. Make supporting Professional Services a valuable and rational choice for academics.

Make academics more accountable, for example, see personal tutees deposit outputs as per University policy.

Reward system rewards individuals – does not encourage team-based approach.

Sing the praises of all staff not just academic community.

Group rewards encourage collaboration.

Reward based on individuals is currently what does not encourage collaboration and problem-solving.

We could select a number of research breakthroughs of our academic staff and showcase these to all staff and students or a reason for being proud of working and studying at Nottingham.

Include questions about UoN renowned research in all interviews/RPFs to promote awareness of what the University does, improve relationships between academics and Professional Services staff and help us blow our own trumpet.

We need to break down the barriers between different job families and with levels in job families.

Expect Professional Services staff to know what researchers are doing

Promote key research areas to staff and students to promote their value. Help students see academics in full light. Help see the external value of researchers who are here. More promotion of our impact.

Staff directory fit for purpose.

Central services always consider other staff as customers not colleagues. KPI lead.

Decision making – what level of authority do people have?

Ask what their priorities are, what's going on, how we could help.

Be more robust about our professional expertise and identity and strive to work in partnership – synergistic.

Work with other professional service colleagues more to support each other's work and priorities.

Have professional respect for one another's expertise. Professional Services staff are experts in their area too

We should change culture and behaviours so that academics and Professional Services staff are seen as equal

Academic and Professional Services roles can be asymmetric: timescales, processes and operating culture; expectations... the rise of managerialism is challenging and seems to make this asymmetry worse.

Academic allegiance is primarily with their

subject. Professional Services allegiance is institution-focused

Understanding processes and managing expectations is very important. We are all people.

Respecting each other's differences. We are all professional and all bring different aspects to make things work. See that we are not in competition, but trying to reach the same results in the best way.

We could respect each other's strengths and differences.

Stop talking about the academics/ Professional Services divide because talking about it intensifies it. We cannot find a magic bullet for this one. We could take away the job families so everyone is on the same salary scale. This would help to break down division

Academic staff might recall they are not the only ones with degrees (even research degrees)

Less siloing of academics and Professional Services. Project Transform has taken many Professional Services out of schools

Equally – seen from the other side – someone asks a question and it is not your

particular area of responsibility – do you help or do you say ‘nothing to do with me’? Help does not mean solve the problem entirely, just move the enquirer closer to a solution.

We could acknowledge that some things are better led by those with professional expertise where the academic inputs are in support (as well as being supported), for example, commercialisation of research.

Earn respect from academics and define when professional expertise should lead and when academics should lead.

We could do more to overcome the ‘academic/non-academic’ divide.

Clarify roles and responsibilities.

We could understand our roles and who has responsibility for what.

If we know what our professional services colleagues do, we can make a plan to help other non-professional services colleagues

Clarity on who does what, for example, faculty managers; which faculty manager does what?

Up-to-date structure, clear definition of roles and responsibilities

Re-introduce workshops for ‘what we do’.

Yearly welcoming package to meet other Professional Services, to understand their role, for example, payment services, work shadowing different departments and schools.

Professional Services need to adapt to schools as harder for them to adapt

Professional Services and academics; clear separation.

Could we appoint a mix of academics who between them deliver the full portfolio of teaching, research, recruitment, outreach, rather than asking every academic to do everything?

Be more prescriptive about academic role profiles to appoint a new style of academic, that is comfortable with a mixed portfolio. For example, outreach, socialising with students, welfare support, recruitment. Currentl academic model is self-perpetuating due to academics appointing academics.

Recruitment of academic staff. We could be more prescriptive of academic staff role profile forms to reflect institutional priorities.

Change our expectations of other staff to reduce tensions.

Build trust and culminate respect for each other’s area of expertise.

Challenge the individualistic culture of academia from the start of people’s careers.

Respect each other’s professional expertise and needs. Channel this expertise collaboratively towards shared common goals, for example, REF, NSS.

Be clearer on our services and expertise and how these support organisation outcomes. Encourage a collaborative outcome from the start (early career researchers).

Understand each other’s contributions.

Improve our quality, service and processes so that colleagues have confidence to collaborate and trust.

We could have a single-tier workforce – not different terms and conditions for different roles/staff groups.

Respect for all areas of expertise, not only Professional Services to Academic but also Academic to Professional Services.

Greater visibility of organisational direction and structure internally. We could have clearly defined titles which cover appropriately similar roles. This would allow greater clarity of who does what.

Introduce a clear progression route for Professional Services staff, similar to that for academics. We could hold exit interviews to understand retention issues/ drivers and ensure effective handover/ reduce lack of core knowledge.

Improve the engagement of all staff in 'Team UoN' and reduce the autonomy/ working to own rules outside of organisational constraints. We could improve team-working between different role types, for example, Academic/ Professional Services.

Have a glossary of job titles; what the role involves to help us get to the right person.

More precise role descriptions to aid finding the right person to help.

We could have more consistency about roles and structures in schools.

We could have clearer job titles so people understand exactly what we do.

Professional Services have skills and expertise which should be more fully used to reach potential and for the University to benefit. Not recognised at the moment.

Cannot segregate Professional Services staff, for example, KMC, student hubs. Put us all together with academics – greater collaboration and cooperation.

One comment – I used to be an enabler and now I am a policeman.

We are a University but training on training would be good. Use our skills. We could provide better training for staff.

Job description of: be smart and work together effectively to achieve a purpose.

We need to recognise all staff as professionals in their field – it is not just academics who are professional.

Culture; develop respect and understanding of other's roles.

Clarity of role/purpose.

We could publicise our skills/skill sets to help set up project teams.

Have internal skill-based CVs – including those gained before they arrived at UoN.

APM needs to be viewed as a profession.

Need a cultural change; academics view APM staff as colleagues not second-class citizens. Better behaviours required.

Academic-led, for example, in research community, PhD, Post Doc (hibernate).

Managerial part of the University – interface of academic and APM.

Rerun this workshop, but with academic staff and Professional Services. Would that enable us to appreciate the other's perspective more? Together in one room

Professional expertise can also be lead of authority and power in the right occasion

You said be bold so...I am wondering why my colleagues (frontline staff) are not here. I work with students so I feel that I have a valuable role to play in shaping the future development of the University. I am hoping they are going to the other sessions but if not, maybe it is something you need to be aware of.

Do to them vs do with them (balance).

We could understand.

We could create a culture where people

are prepared to give something up in order to achieve something new.

We could work in an atmosphere of mutual respect and courtesy.

Parity across job families on basic 'rights', for example, ensuring academics adhere to holiday-booking processes. Need to ensure employees are equal so the 'them' and 'us' lessens.

Job is too pressured. No time to talk or take a coffee break. This helps to build team spirit.

Make sure we have time for team-building, relationship-building and staff wellbeing

Ask the staff who are doing the job on the ground how the job can be improved. They have the detailed information.

Ask more and listen to the answers. Most staff want to do a good job but are held back by resources, etc.

Empower people to have a voice— go and talk something out. Need to know it is OK? Relationship ownership. We could stop our over-reliance on email as the method of communication. We need to start talking to each other again to build relationships.

Less blame culture would negate the need for email 'proof' that you've done your bit.

Properly managed projects. Properly managed change – the University is poor at this.

Do we need to humanise more, use email less?

Too much reliance on institutional knowledge. Need to know the right people to speak to.

Creating an environment/conditions under which people can work effectively; face-to-face; humanness; greater understanding of other's issues.

Different approaches to work, for example, millennials – adopting approach to use the strengths of that style.

Connecting with people – a sense of relationship/team.

Allow staff to undertake ideas/ improvement with management support to do so.

Trust and mutual respect.

We could humanise services – move away from self-service?

Adopt an ethos of 'hello my name is' and 'hello, how are you' for all staff. How many people know the name of their cleaner or gardener for example? Or the security guard at the gate? If they were not there for two weeks we would all know.

Internal communications and how that could be potentially improved: having a clearer idea of what others across the University do or a way to easily find the right people to deal with particular issues could help us to work together more effectively. Improvements to staff lookup.

Make sure that we do not generate too much admin which is not needed. This is critical in helping others trust what we do ask is important and necessary.

Make projects more visible across the whole institution so those with expertise could join regardless of where they are based.

Give all staff two to three hours a week to work on their own projects (or support others) a la Google – to break down silos and make work better for staff.

Take a project-based approach – getting people from different areas together.

We could encourage sharing of good practice? Hard to find counterparts in other schools/faculties.

Giving staff a proportion of time to work on their own projects.

We could trust each other more.

Change to strive efficiency is so hard to implement. Even a top-down directive does not always work.

Communications/relationships/listening/ time.

Have a way to make different departments to communicate. We could update staff lookup. We could tell others what our 5% can provide benefit for others. We could have more communication channels. Offer refreshments at meetings.

Summer picnic on the Downs for Professional Services (across a week perhaps) with pop-up stalls.

All Professional Services fancy dress Christmas party – mandatory.

Set of shared cultural values that everyone at the Uni signs up to. Call out when individuals don't stick to this.

Create flexible work space which allow staff to collaborate in their prospects, such as hot desks and virtual meeting spaces.

Knock down the walls between all offices!  
Provide flexible working spaces

How could we use our 'space' more to encourage more collaborative working?

Have more collaborative space.

Need to co-locate professional services into one location.

Create places to work anywhere for those that want to and whose work allows.

Have some kind of internal version of The Apprentice where groups from different areas work together to solve real problems.

I have a model of how to communicate within a community of practise which could be used usefully throughout the Uni (or use any other research – but you can contact learning tech to find out more).

Encourage cross-departmental working and promote opportunities to do this – more joined-up approach

Create a blended learning environment

and get away from individual functions or groups.

Be collaborative/sharing facilities with other universities (NTU).

Briefings – opportunities to understand others roles/priorities, question changes in policy and practise, increase awareness of implications.

IT platform to support collaborative working; needs to be robust and fit for purpose.

Have events like today where you self-select to go along and work with colleagues from across the University to develop ideas and solutions.

Continue with multiple platforms for collaboration – virtual, face-to-face, break out groups and briefings. Allows everyone to choose how to participate.

Offer short-term secondments to \*\*\*\* areas so colleagues can better understand other relevant areas of the University.

We need space and time to be able to meet with each other (we have this in my team's action plans but because of constant crisis management and staff shortages we can't do it).

Focus on service groups that cross silos and boundaries; bring together all of the people who work on/with a specific service using people's strengths and collective ownership and accountability.

Allow more face-to-face collaboration; spaces need to be provided – distances are a barrier – and supplement by online meeting technology.

Have communities of practice.

Organise regular coffee and cake mornings for staff/team sectors/departments to network, share ideas, intelligence and progress opportunities that are of strategic importance to the University.

Build or create modern working environments; every department does not have to be in its own space – everyone will say 'our work is confidential' but this needs to be challenged.

Create more joined-up goals with cross-team regular events – needs outcomes.

Allow time to understand other areas; research UoN activity for x time each week or go and have a coffee with someone you don't know in another department.

Cross-departmental events – useful to

meet people at all levels/areas, socially as well as professionally.

Provide networking opportunities for everyone – regardless of role or level.

Develop better links between faculties and Professional Services, Estates, Finance, IS, etc,

Encourage meet-and-greet sessions between academic schools and Professional Services – 'speed dating'

We're ok at meeting to discuss projects/ progress. We could be much better at follow up, working together/collaboratively outside of the meetings – physically or online (tech dependent).

Set clear role of why we are collaborating/ what am I here for?

Co-location of professional services staff to foster collaboration, discussion. Within a smaller number of buildings – promoting agile workstyle and policy. Develop the Tower on UP.

Collaborate across silos to understand and respect each other's priorities.

More across-University projects and ability to participate outside of your home

school/faculty/department. Allowance build to roles for collaborative projects/ professional development.

Give all staff x hours/days that they can automatically put into collaborative projects with others schools/PS, etc, including PHD. This would not need to be cleared with line managers.

Have a virtual staffing and skill \*\*\*\*\* ; one department 'buys' in from another, can then spend that credit on buying staff from elsewhere. Encourage people to use skills elsewhere. Market place/notice board for skills and to share.

Have a platform for APM and academics to work collaboratively on projects ... so like a consultancy environment staff can apply for projects and work on them collaboratively. Have department to support these projects – great for APM development.

Challenge: making more people aware of opportunities/potential for cross-working. Lifting people's eyes up to the opportunities. Do we need a culture change? A new strategy that goes beyond 'we will do this in teaching and this in research.'

Have a set number of days per year to hotdesk or generally integrate with colleagues in other departments (whose work we impact or are impacted by?).

Host another department to 'solve' your strategic problems. Design thinking – how would you approach this? Better than awkward networking events.

Structure our big projects in such a way that there are inputs from all/as many as possible of the Professional Services and faculties – set up as many inter-professional staff teams as possible.

Managers should facilitate introductions between teams – get people knowing one another. PDPR requirement to host so many teams a year?

Allow everyone access to the Ingenuity online system (NUBS) to solve problems collaboratively.

Hold collaborative events: networking? Fruity Fridays? Needs to be a strategic priority and accepted by all.

Have a PDPR goal for every member of staff to work on a project outside of your home department.

Have a staff network session one day every

month – build networking/job sharing into all roles.

Have team-building/coffee mornings etc across departments and job families.

Have more training events across job families.

Understand the pressures/agendas of different areas of the University better.

We can share more of our expectations: it's ok to network! It's ok to volunteer! It's ok to collaborate.

We need more sessions together as academic/PS to problem-solve and share.

We don't have the time and space to work together, this has been our culture.

The University should create agile project teams across departments and levels, else we lose talent.

Embrace new technologies and apps which students adapt but the learning environment do not. Why in the 21st century do we use overhead projectors?

Holographic support and help points – be a University ahead of the curve.

How can we really 'educate' our own

employees to be able to use the tech to advance our ways of working?

Get rid of paper printing and make \*\*\*\* discoverable

Create an online chat platform whereby you can input (as a question) what you are trying to do and then the process of where to go and who to contact appears.

Use tech to work on challenges across the University and across all staff.

Use tech to work flexibility and be more mobile.

Now understood by 'others'; who are the others and should we target who we communicate with? Change approach depending on who intended audience is. How do we tell our stories?

Improve the financial culture so budget holders are more sensitive to what benefits the University as a whole.

Transparency of decision-making regarding budget allocation and prioritisation; not always clear how input from ground level feeds up into decision made or how decision re funding/priorities are in turn cascaded back down through the organisation.



Tone is being set from the top, role modelling engagement, seeking views, encompassing all, leads to real change and culture shift.

Ensure those at a higher level direct their staff and encourage them to involve the right colleagues in other sectors at the right time. Most professional support staff feel they are firefighting – no opportunity to be proactive because of the sheer volume of work.

Caveat – working with all colleagues across the University could lead to (increase our tendency) to 'rule by committee' and nothing gets done because everyone wants to be involved.

Get rid of committees that don't have the power to make decisions or have any accountability – they waste time.

Flatten the structure to be able to create teams with more visibility from top decision to bottom implementation.

The University is a very hierarchical organisation; in order to work effectively with colleagues, different staff on all levels need to be included in the decision-making process.

Should have more purposeful meetings, such as project work, rather than just generating lists of actions which don't get done.

Create a culture policy/governance context) which makes the academic and non-academic communities closer, more porous – equalising opportunities (personal development, promotion, etc).

Be less hierarchical.

Better organisational structures to support matrix team working that straddles PS, faculties, schools, units.

Structure and accessibility.

Remove committees and speed up approvals to all new initiatives to move quicker/new structure has too many layers.

Remove barriers such as calling/naming job families APM, Facilities, Academics.

Abandon artificial structures around job roles/families. All contribute to University mission and should be treated equally with the same opportunities (promotion, etc).

Treat all staff as one pool of people rather than APM vs Academic (today's workshop). Wouldn't silo PS (role profile

for PVC) advancement said need research reputation. Leadership and Management academy works well in this respect.

Break hierarchies – these are the biggest silos. We work on different corridors. we are not on the same committees, it's all about levels.

Take a good look at the job families, create an academic \*\*\*\* so as APM staff who work with students are not just viewed as admin.

Regarding the silos and hierarchies, there needs to be leadership to ensure culture is changed. So – senior managers and academic managers should go onto LMA training and actively maximise the organisational structure.

Visibility of departments and what they do – ability to find people who can help each other.

Decide how IT facilities are to be used as opposed to the individual setting the boundaries of use – standard operating procedures SOPs.

Prescribe generic email addresses in all professional services departments to match what student services have done..

Balance physical/virtual space for learning support.

I undertake work across faculties and professional services, it would be easier to collaborate if I could reliably find contact details, locations, role etc. This would be done via staff directory or team web but is usually lacking/not working.

Currently the University systems and processes are so fragmented, people rarely deal with one element so there is no oversight or sensible approaches. Allows people to pass the buck.

People are overwhelmed by email and it consumes people's time. This not about time management but workload and clarity of who does what and responsibilities.

Need to know who to speak to, who can help – it is not always clear.

Provide great support for the tech/provide the time for people to become familiar with the tech.

Please can we have an up-to-date staff directory with email, phone number, room, building etc. Probably needs to be digital.

Set up a global meeting list that communicated new opportunities

in specific areas or a forum to share opportunities/ideas.

Invest in more web support overseas for our international campuses, so that their capability/faculty/people are visible to be able to identify appropriate people to work within international projects.

Roll out office 365 teams for projects/new opportunities – intelligence, bringing together appropriate people to tackle the challenge.

Develop a professional's app with a search function that allows us to search for keywords (relating to a potential project) to find the most appropriate person/team to work with.

Revamp the whole website to ensure all teams are viable and clearly defined.

Identify opportunities centrally within departments, and relevant people using up-to-date staff profiles/team websites, and arrange workshops to scope out the project/opportunity, such as team goals, timeline, etc.

Clearly promote the sectors within the University, the teams with them, who is part of the team, what they are responsible

for and clear contact details/location.

We only ever contact other colleagues/departments if we need to; this does not give an understanding of what each department/team does. We need to seek ways to devote time to collaborate before the need arises.

Implement a strategic direction of our IT infrastructure. Office 365 is a choice – some use it some don't – what should we be doing? Another example is the various IT systems we have for data – what's the actual direction we should be going?

Have information boards – 'what is this building' and more importantly 'what are we working on here/what is important'. Useful for fellow staff and students.

Share knowledge of activity so we know what is happening in other areas.

Better tech systems to manage all external business relationships. I have a business development spreadsheet and I know many these exist in my department and others we need to collate this.

Central, fundamental underpinning tech systems that make doing our jobs easier

Map individual department/school

cultures so that you can understand how best to communicate with people in that area.

Create a UoN virtual assistant with knowledge-base to find information and support anything from department info, tech help, room availability and car parking.

Develop a knowledge bank – who can I contact for what?

Develop simple, effective tech to encourage collaboration.

Links to space. Be more agile/responsive. Reminder of common goal. More relaxed about what staff are allowed to do. Volunteer. Lack of sharing what we do well.

Could we consistently use tech (o365) to increase our collaborative ways of working?

Better communications; open hour to each professional department to welcome colleagues from other departments. Information roadshow; information session; sharing talent pool.

Digital assistant to help me improve my efficiency

Tech that enables collaboration and mobility then train people to use the tech to fix problems.

Open up the barriers of who to contact to do what by making the systems easier to navigate and more transparent should have a common set of core values and behaviours which are applied across the whole of the organisation.

Need a clear digital service directory, who's who, what services do we offer?

Need to make good/better use of existing Office 365 tech.

Develop a self-declared directory of specialisms/interests/personal development areas to allow for selection/participation in projects.

Technology – virtual communication: transparency of operational objectives and linking with strategic objectives (how it fits into the bigger picture).

We don't use our technology to find people who can help get things done. So, we flail around and repeat mistakes. We can do better.

We could make a video a day shared on In The Loop, saying 'hello my name is....'

This is what I do.... This is why it's good... impact, etc'. Make a sense of community.

University-wide CRM system we all want this!

Have knowledge experts – someone who can signpost others to enable their jobs – in each team/department.

Have an institution-wide CRH were we can have visibility of all external relationships.

Internal website/social media platform: solvemypproblem.com – users post and offer to solve problems.

Improve our internet so we can find people we want to contact – the current phone list often doesn't work.

Have an institution-wide CRM system that enables external relationships to be managed effectively across department.

Create an intelligent search function to search staff according to their expertise and knowledge (like an internal expertise guide).

Have a staff question app – anything goes (there must be someone who could help you with any query).

Could we consider cutting our student numbers drastically so there is less business, fewer academic and support staff are needed so there is time and space enough for everyone. And then focus on quality of students and experiences and then build up the students' relationships with its halls of residents – something like the Durham model that would then build the alumni/donor potential. Fewer students of better quality would make academic life easier. Get more student mental health support/in its broadest sense – more learning support if needed.

A clear translation of top-level strategic objectives and visions down to team plans and care performance objectives. A gold thread that runs through from top to bottom. People need to clearly see how their contribution fits with delivery the strategy rather than assume that stuff doesn't relate to their role.

Shared understanding of common goals; seeing the bigger picture, not 'that's not my job'.

All have a common purpose: People come to university to work/study/ teach/ research. There are fundamental tensions between what we do.

Make people accountable and responsible so change/improvements/opportunities take place and are owned.

Breakdown the silos between the T&L strategy and the RKE strategy and the people strategy etc. The strategy should be one thing! I think the strategy should be about being clear on the C2/8T academic role and identify a feasible cue – then get our academics/R&T to be happier and I think/hope that's lots of other positives will flow from that. Happy R&Ts should be our priorities.

Be more ambitious – not just waiting until all the other Russell Group universities have done something before we try it. Creativity – collaboration. You can't be creative on your own.

A better mission/big picture that engages everyone in what we're here to do... it's got to break down barriers, 'this is what we are here to do and this is how to contribute'.

Regular feedback sessions particularly for the PS: this is what we do, have you used our service and tell us what is good and not good, how can we tailor it better for you. We have the annual questionnaire but have never seen the results.

Develop a PDPR process that incentivises group performance, as well as individuals.

We need to shout and celebrate success more. We do not often work well together as teams. Let's \*\*\*\* it and do more of it!

Tackle excessive workloads otherwise social capital decays across the staff community – which diminishes capability to capitalise on opportunities.

Give everybody the opportunity to contribute both virtually and in person. Big divide between academic and non-academic staff, people not being talked down to.

We live in a constantly changing world and business environment. Staff would benefit from more support/training in change management to help future-proof the institution.

We need to reduce any perceptions of a 'them and us' culture academic vs admin but even within administrative units.

Have an expectation that staff in certain roles or levels will spend x of their time working collaboratively on cross-functional issues (and recognise them for it).

Be better at explaining the 'so what when

seeking advice/help from others – often people assume you know everything about their world or not be offended when asked about the context.

Treat each other with respect. Listen to each other, ask each other not interrupting or talking over others. Acknowledge that people at any level have things to contribute and should be listened to. Empower staff to be able to work as they wish with defined responsibilities.

More tech-enabled, collaborative, meeting space.

Have more time to; understand who our colleagues are; understand what influences/interest/impacts they have on opportunity; meet them to understand how we can work together.

Play to people's strengths – don't make a professional waste weeks organising the only trip to China they will ever make. And if an admin doesn't understand IT give them a different role.

Employ someone to police staff profiles to prompt people/ensure that their profiles are up to date (responsibility, location, contact details, areas of interest, etc.)

We could implement a jon rotation scheme would have multiple benefits for the individual and University overall by bringing knowledge and experience to other areas of work. The scheme should be big – at least 100 staff each year for six months to a year (not a grand scheme!).

Working across academics/professional staff and understanding each other's roles, expertise and better ways of supporting each other.

Put more emphasis on the individual to know what's happening elsewhere.

Force academics to open their doors – to be visible to staff and students.

Stop splitting events by levels – give junior/admin people a voice.

More opportunities for horizontal secondments – outside your department.

Breakdown the divide between academics and Professional Services.

Stop prioritising senior voices.

A fully resourced counselling service capable of meeting demand instead of placing mental health first aiders in difficult positions.

Reduce inequality between APM and Academic staff by introducing a meaningful promotion mechanism – academics have this – why not APM staff?

Provide tailored training or guidance to make the best use of technology, that is, available to us to support/enable collaboration.

Job swap and shadows across departments.

Collate professional services teams with students and staff.

We could have a professional services apprentice scheme to help with understanding of other areas and upskilling.

Job swapping or secondments.

Roadshows to help professional services get a better understanding of what we all do.

Simplify the number of applications across the whole organisation.

Create more apps for movement of professional staff across and between sites – on secondment, etc, to facilitate a wider appreciation of interdependencies

between services and identify areas for improvements.

Offer a percentage of time for all staff to innovate, create or learn – to then offer input to others or collaborate, or create projects to solve problems. Space to think – space to solve Ideally pick and mix credit-bearing modules.

Look at all stakeholders and have a strategy – a concrete strategy to engage them so instead of just focusing on students and teaching staff also think of APM staff and community as real and valuable stakeholders.

Academic should be encouraged to treat Professional Services staff with the respect they deserve to improve working together.

Treatment towards and between us as humans and worthwhile people. Encourage wide concept of team instead of segregated groups (academics vs admin, school vs central service department, etc.) get rid of barriers.

It's ok to learn from mistakes/failures.

Create posts for market researchers to act as consultants for academic departments and identify emerging trends, especially

where they emulate more than one faculty. Interdisciplinary, culture of openness to changing trends and priorities in the real world. Create posts or researching other service providers who cater to large customer bases and share some basic similarity with HE to see how they do business.

Sense of shared responsibility to deliver objectives the Uni identifies as important- important of target-setting. Staff at universities tend to be intellectually curious – can this be a uniting feature?

Need to write with a clearer sense of direction

Could we blur the lines between roles/ stages of hierarchy? People might work together better if there aren't such clear 'lines' in terms of what people are allowed to do at their grade.

Stop treating APM staff like second-class citizens. If an academic doesn't head it up it will never work. Having a PhD in Quant data doesn't make you automatically good at everything else. Respect people's expertise.

Treat people like human beings and not a resource!

Need to know what people are doing.

Dismantle the boundaries between the job families – treat the APM, T and S, O and S, R and T job families the same with regards to progress/reward and recognition.

Recognise that Professional Services staff are experts in their field and they can lead areas, groups, boards, etc – the requirement or assumption that only an academic should lead the area/group/ board is removed.

We should not have two separate staff clubs.

Change the vacancies page so that jobs are not split into families; even before people start work here they are separated. Just advertise in alphabetical order.

Continue to update staffs skills with tech so that they can make the most of it.

I far too frequently encounter senior staff who do not exhibit the skills I would expect for their grade.

Look at a cultural change that encompasses respect for all views whether academic or other and creates a feeling of inclusion when working together.

Create an opportunity for staff as change agents along the lines of the student programme – or a combined version?

We should not split these consultations by academia and APM. Many of us work across both domains.

Can we get the basics right? Staff directory; make sure phone directory numbers are available and up to date, make sure room numbers are correct, etc.

There is too much demand for consistency at the expense of having the best solution/ service for each area.

We could create a set of behaviours which are actively used by staff to implement and change culture – let's smash the fear of change mentality.

Challenge each other and not take that challenge negatively: from challenge comes change and change is key to opportunity.

Reduce bureaucracy! Its isolation of APM functions at King's Meadow Campus is a reason why we have an excess of bureaucracy/ possible inertia?

More enablement of job rotation between UNNC UNMC and UoN.

Ensure buy-in at the highest levels so the value in getting the right advice at the right time to avoid the 'we are where we are' situation months, years down the line when we are choiceless in the consequences of rash decisions which were a good idea at the time and needed to be rushed through.

Instil a greater sense of collective responsibility and accountability (not blame).

Treat each other with greater professional respect.

Can we get the basics right? We keep getting ambitious targets and the basics have fallen apart.

Issue with accountability. Often is mistake or issue made by one area, the school bears the accountability and responsibility and has to deal with consequences.

We can't/so we need to be clear as the opportunities we face as that's different for different people. And then talk about how to achieve it. But we have too many Comms events, etc, where we're encouraged to give our feedback opinions but nothing seems to happen.

Schools often feel that influences are made in central Professional Services which leads to more work pushed out to school admin staff without the resources (creates tensions).

Better guidelines/rules. Under-effective meetings – too many meetings end with decision that we need another meeting. We need clear governance/groups/ that have decision-making/power/ accountability/terms of reference.

Less risk adverse/try new things might force us to meet different people/look for new ideas and ways of working to therefore identify opportunities.

More agile ways of working/task and finish groups. Bring cross-disciplinary people together to solve specific problems in a shorter timescale. Would need to accept that good enough might have to be good enough. Better is ok – best not essential.

If we could just have time when we aren't firefighting or dealing with crises.

Ensure clearer lines of communication/ governance/accountability for committees/meetings when shared outcomes/projects reports communicated on a regular basis.

Be clearer about the behaviours and ways of working that we expect.

Change the culture to work more 'agile' together?

Less initiatives, for example, employee hub, but more joined-up activity.

How can we create 'themes' to attract individuals to subjects they all feel they could input to?

Do more to reduce the number of parallel activities in order to focus on fewer activities done well. Needs cross-department processes.

Challenge the working culture – not cellurised.

Have more agile, flexible working – less fixed desks and hours.

Encourage agile, flexible working space – hot-desks.

Implement agile working to enable cross-functional located teams where appropriate.

Simplify the application process landscape/rationalise.

Have goals (PDPR) that spans individuals

and services. Not just about KPIs but what people actually do to progress collective cross-cutting projects.

Encourage the right conversations around wellbeing and mental health to help change culture. if we deal with the right issue early on, we save time.

Agile working, being more mobile, with our tech.

Simplify our processes and digital tech and applications.

Promote best practice from different departments across others.

Should be the first UK Uni to eliminate printing!

Encourage mobile and flexible working using mobile tech.

Attempt to do fewer things/initiatives. Socialise the big projects/initiatives across professional services and identify where each serve can contribute.

Empower staff at all levels including lower levels to suggest and make improvements and solve problems.

We could make teams more flexible and

individually mobile – to ensure aims and goals are aligned people learn from others. The right skills and knowledge are brought together.

We could have a strategy solely focused on the way we do things rather than what we do.

Change culture rather than simply having policies for compliance.

Look at the recent way the Royal Society has undertaken a cultural change.

Use task-and-finish groups more to pursue actions.

Organisational values behaviours that are tested/discussed.

Use other skills people have above and beyond their roles.

Have matchmakers and facilitators plus a really good knowledge base to connect us to other humans to solves problems, address ricks, create new things, collaborate and co work.

Discourage the culture of doing things a certain way because they've always been done that way.



Staff should be empowered to make decisions more widely.

Reduce (remove) organisational boundaries. Don't make communication of information confirm to organisational hierarchy models. Exercise a common purpose.

We can work together better through respect, curiosity about another view of the world, and by ignoring 'red tape' when it is prudent to do so. A lack of practicality holds us back!

If we identify the people who feel overloaded and downtrodden within the institution and address their issues, it will free up resources and engender goodwill towards the concept of collaborative working.

Routine work shadowing across job families and levels.

It should be ok to ask to shadow/visit any department to understand what they do and their contribution to the University.

Could we celebrate and showcase where we do work together better? So we can learn from good practice and pillars of excellence?

Work effectively. Use the tech and space O365.

What about staff as change agents? Being more joined-; promote staff opportunities.

Flexible working; have the flexibility to work in other spaces, that is, not your normal desk. Move around campuses; have more hot desks; use tech; better culture, promote working across teams.

How meetings are organised: should be the basic skill – pre-meeting, outcomes, actions, agenda, virtual options, Skype, O365 teams... Have a standard? RAID log.

Develop and insist on certain standards of behaviour: for example, acknowledging email, running effective meetings, leading projects and other skills that the commercial world would take for granted and expect from their staff.

The University should develop a vision of how we can best work together and communicate it.

Continue to invest in developing staff skills in communication, collaborating effectively and making good use of time.

Develop standards of communicating using the appropriate methods for the

purpose, such as agendas and papers prior to meetings, telephone or email – what's best when.

Could we use crowd-sourcing software to solve challenges and problems?

We should broadcast/publish the task-and-finish group successes, so colleagues' appetite is triggered/curiosity aroused.

We should have staff chat lines (possibly with a subject of the month, task and finish virtual style).

Culture change needs to be encouraged so people feel they have the permission to be part of the wider organisation. Go to Open Days, more flexibility. Ensure opportunities are communicated to all.

We should be flexible and respect working practices, which should be centred around individuals' needs.

We should always set a clear purpose and outputs/intent for meetings.



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