# University Strategy Consultation

Student Services feedback to the
Green Paper consultation

# Mission

*Thinking about the future of the university, tell us about one small change you would like to see.*

- Increased work and support with the local community
- New lecture theatres to seat 300+
- Increased space for teaching to meet demands on all campuses
- Staff welfare/development given greater consideration
- Staff welfare - ensure engagement
- Staff development opportunities
- Staff development opportunities to be more actively promoted
- Better handling of mental health for students and staff
- Be kind to members of staff
- Hammocks/chill out areas
- more staff wellbeing sessions for staff - free
- staff wellbeing events should be standard practice
- more wellbeing events for staff
- Yoga and massage
- Charging stations for mobiles/devices (like airports)
- Flexible working hours for staff
- Flexiworking for all staff
- Flexitime for staff
- Flexible working
- Flexitime
- Flexible working
- Option for working from home occasionally
- Flexitime for staff
- Reinstate the international office
- More teamwork
- Improved communication and understanding between academic staff and administration staff - perhaps through formal and informal networking
- Attendence monitoring
- Focus on teaching staff and students - how to present information effectively
- Become more green, less waste and more recycling
- Less single use plastics
- Reduce use of single use plastics as part of ongoing efforts regarding sustainability
- More proactive student support - too reactive at the moment
- Increasing annual leave entitlement with each years' service
- Annual entitlement linked to years worked to reward experience/loyalty
- Introduce a role of director or PVC for customer service to lead this at a strategic level and ensure co-ordinated and embedded activity
- More graduate scheme opportunities for alumni of University of Nottingham
- Have the 365 desktop version of microsoft office as standard to aid collaboration
- Acknowledge when there are problems with it, don't leave front line staff to respond to student complaints without advising what is happening
- Improve working environment for student services staff
- More opportunities for attending short and long courses
- Improve work - life balance for both staff and students
- Later deadline for alternative exam arrangements
- Team away days away from the university

- Many posts are fixed term contracts - this limits quality recruitment and works against attracting experienced staff from inside and especially outside the university
- Recognise the contribution of staff who are not necessarily academics or researchers
- One pay date per month - e.g. 28th of each month

*The consultation document explains that in these turbulent times we need to consider new and radical ideas. If you have a radical idea you would like to suggest, please tell us here.*

- Increased collaborations with industry, business and other universities
- Acknowledge the positive of supposed "lesser" universities and be willing to learn from them. Don't let elitism be a barrier to improvement
- Rewritten curriculum focused on core pathways
- Curriculum review and structure of student services
- Review of curriculum and space to ensure teaching requirements can be met as well as student expectations
- Make offered curriculum actually fit into available time and space
- The University should consider all staff in Athena Swan not just Academics
- Reduce the amount of courses on offer and flexibility of our curriculum
- Greater diversity in leadership roles
- Distributed leadership
- Lose the hierarchical culture endemic throughout the university
- Lose the culture of hierarchies and job levels
- Focus on getting organisational basics right
- Innovation in assessment Change the way assessments are done - Not just twice a year. Continual assessments throughout the year to assess learning outcomes are met
- Allow students to choose from a range of assessment types for all modules where not precluded by professional standards/external bodies
- Excellence in teaching delivery
- Improve mental health services for students and staff
- Greatly expand mental health support services, including counselling, so that students can be seen promptly following self-referral and support can be put in place at the time that it is needed
- Improved staff facilities/staff room/toilets
- Staff canteen for SS staff
- Better staff spaces and equipment
- More money into developing staff space
- Better toilets
- Improved staff space and facilities
- Improve/increase staff only spaces
- More staff spaces/staff rooms
- Improve staff spaces: canteen etc
- Recognise APM, technical and O+F colleagues as experts. Seek their advice rather than tell them what to do
- Think about the money wasted on systems
- Smaller scale departments who know own students, not increased numbers for greater income
- Flexiclocks or flexitime
- Pop up lecture theatres

*What sort of growth, if any, should we aim for? Other*

- Grow Inclusivity encourage youth from under privileged/other backgrounds
- International reach/student experience x2
- Focus more on our historical traditional strength. Build in diversity and e-learning
- Teaching delivery collaboration with other University's online programmes
- Look at ways to improve diversity of home/international students, Increase international numbers for UG and home numbers for PG
- Reach out to those from less privileged backgrounds
- Increase availability of online degrees to offer more flexibility routes to qualifications
- More flexible arrangements for part-time mature students
- Offer tuition fee discounts for staff wishing to study part-time
- Focus on increasing the diversity of our students
- More effort into widening participation activity to increase the proportion of students who are first in the family to attend HE, and those from lower income areas and lower attainment schools
- Focusing on creating greater diversity for overseas students rather than relying on recruitment from the East Asian market, particularly China.
- Do not focus on increase student numbers to allow administrative services to adjust to recent structural and system changes. Allow staff to refine and perfect these systems to be able to deliver teaching and learning support to a high standard when ready to increase numbers

*What is something about the university you would like to retain in the years to come?*

- Global status (UNMC, UNNC, UK)
- Our national and international status
- Global outlook and reputation
- 3 Campuses/global outlook
- Internationally diverse
- Green Campus x7
- As many trees and possible
- Beautiful environment
- Maintain the beautiful old buildings on UP campus as well as creating new spaces
- The beautiful campus/location by the lake
- Campuses
- Staff integrity
- Diversity of staff and job roles
- The amount that staff really care about the role they play
- Supportive culture culture Culture - the encouragement of collaboration and the welcoming of different ideas, perspectives and what seems like genuine desire for feedback
- High standards and focus on medical sciences
- Great effort in investigating in research
- Environmentally friendly attitude
- Inclusivity  Supportive and inclusive culture
- Our reputation
- Our strong reputation for compliance as a trusted immigration sponsor
- High standards and reputation
- Quality of academic services

# People, culture and organisation

*Which of these words best indicate values and behaviours we should aspire to as a university community? Pick up to 10 of the ones below or add your own.*

|  | Number of votes |
|---|---|
| Ambitious | 6 |
| Bold | |
| Caring | 7 |
| Challenging | 2 |
| Co-creation | |
| Collaborative | 10 |
| Connected | 5 |
| Constructive | 6 |
| Courageous | |
| Creative | 3 |
| Curious | 2 |
| Disruptive | |
| Diverse | 11 |
| Empathy | 4 |
| Empowering | 6 |
| Entrepreneurial | |
| Excellence | 12 |
| Fair | 4 |
| Freedom | 1 |
| Honest | 7 |
| Inclusive | 17 |
| Innovative | 13 |
| Inspiring | 8 |
| Integrity | 6 |
| Inventive | 1 |
| Nurturing | 3 |
| Open | 1 |
| Pace | |
| Partnership | 3 |
| Pioneering | 4 |
| Potential | |
| Quality | 10 |
| Reflection | 1 |
| Respect | 8 |
| Scholarly | 3 |
| Supportive | 8 |
| Sustainable | 8 |

| | |
|---|---|
| Tolerant | 1 |
| Transparent | 8 |
| Transformative | |
| Trust | 6 |
| Value | 3 |

*Other:*

- Equality
- Aspiring
- Positive x2
- Encouraging x2
- Less Hierarchy
- Involved in the community
- Dynamic
- Forward looking
- Achievement
- Cooperative
- Flexible
- Responsive
- Student focused
- Outward looking
- Culturally competent
- Transformative
- World leading
- Technologically savvy

*If yes, what should we do to make progress towards this/these aims?*

- Diversity in home undergraduate recruitment
- Encourage more from under privileged backgrounds x2
- Not necessarily, but should consider employing more diverse staff within areas that may have student crisis (SU, welfare, immigration, FOH)
- Look at student needs i.e. multi-lingual staff/culture
- Cultural competency, Inclusivity, accessibility x3
- Be more involved in the local community
- Be more visible in the local community/schools/charities/community centres/partner community with various projects x3
- More local schemes to help residents/communities
- Inclusion of staff
- Staff support specific groups and have commonality with those groups
- More support for mature students/students who are carers
- Listen to student views more
- More visibility of staff from WP backgrounds - role models for prospective/current students
- Need a big staff recruitment review to understand why we struggle with diversity in recruitment
- Need to engage with minority groups more to understand their needs - if we want a diverse community then we need to have flexible services/policies to match.
- Do more to recognise the value of recruiting staff with experience outside the HE sector, bringing different perspectives and transferrable skills, and helping guard against an insular and institutionalised culture

# Student life

*Which facilities for students should be out priority for future development?*
*Other:*

- Environmentally friends developments x2
- Consider a APM staff hub x3
- Churches and other religious centres
- Travel on campus (intercampus)
- Facilities on smaller campuses (SB/Jubilee) e.g. social spaces, study spaces, catering
- Teaching and learning spaces x3
- Staff spaces x5
- Quiet areas for study and also quiet eating areas
- Develop service centres
- Outdoor activities
- Accessible spaces (mobility issues, visual impairment, autism spectrum conditions) - design to accommodate needs so we can make changes more inclusive
- Stop building on green spaces
- Better training/tools for staff to be innovative and supportive
- Assessment design
- Pastoral support
- More work experience opportunities for students that would improve employability
- What about staff? Little investment in staff space vs student space
- Equality and diversity

*Thinking about the University in 10 years' time, describe one change which would enhance the support and facilities available to the University of Nottingham students.*

- Inclusive approach taking our anticipatory duty seriously
- They are paying £9.5k p.a to learn. Make that a priority for all. Inclusivity
- Spaces for mindfulness
- More space for socialising x2
- All students assigned to a welfare officer - even if they don't need it, make them aware the service is there
- More concerned with individual student, more de-centralised to departments
- 24 hours mental health support x3
- More funding/access to mental health services
- Accessibility - we should offer enabling spaces for all students and staff
- Better staff resourcing. Happy staff = better student experience
- Mental health
- Better careers
- Financial planning
- Purpose built centre for disability/academic support
- Welfare support - increased visibility both online and physically x2
- More focused welcome events to allow for smooth transition. i.e. for EU students, also extra events throughout the year
- More funding for welfare/equipment for students

- Truly digital experience
- Better mental health support provision integrated with counselling and academic/disability support
- More specialised teaching space
- Pro-active support events/activities (transition, through studies, careers/employment)
- A holistic approach to building a positive campus culture in terms of mental health, student involvement and engagement in the campus and community
- Greater collaboration on both sides in terms of activities and provision coming from schools, celebrating student ideas, linking up with things happening in local neighbourhoods
- Food and retail offerings on UP could be improved. A need for more healthy and hearty options (e.g. fresh salad bar) and retail options could be more diverse and bespoke as they are currently very limited and corporate
- Ambitious recruitment targets need to be more in sync with resourcing of student support, welfare and facilities (such as accommodation)
- Encouraging more cultural activities and exchange of experiences (e.g. international students working with local schools to foster cultural awareness on both sides)
- Apprenticeship schemes could be widened to recent graduates in order to invest in the future
- UoN need to take an anticipatory/inclusive approach moving away from reasonable adjustments

# Our international geography

*What one change would you suggest to make the most of our three country geography in the UK, China and Malaysia?*

- Staff mobility/secondments between the three countries x15
- Keeping our global outlook will help support our students
- Better staff communication between the campuses x2
- Work with China/Malaysia
- Digital compatibility in campus solutions for student digital journey
- More partnerships between the campuses/exchange programmes
- More research/project collaboration particularly with China
- Cross campus collaboration in teaching, research, committees, working groups etc
- All 3 campuses need to move as one in the same direction
- Institutional visibility of partnerships and the partnerships team. What is currently done?
- Better facilities for vid-con

*Which of the following should we focus on to ensure more students have the opportunity to experience a global approach as part of their Nottingham degree programme?*
*Other:*

- More bursaries/funding opportunities that would be advertised in their first year
- Small biddable fund for cultural exchange
- More work to encourage language studies (both increase in CLAS applicants, inter-disciplinary/extra-curricular study)
- Financial help for students wanting to study abroad

# Our civic role

*In what ways should the University make a civic contribution?*
*Other:*

- Be more visible in the local community
- Money and investment or sponsorship
- More local projects. Greater visibility
- Make partnership innovation activities/opportunities more accessible and visible
- Staff need the time for volunteering
- Work with other big names in Nottingham to support events/local community (Boots, Forest, County, Nottingham Cricket, Panthers, Experian etc)
- Other Universities (i.e. Trent) have a much heavier focus on getting staff out into the community through volunteering
- Make it easy and affordable for community organisations to use space on campus (weekends/out of term time) would make better use of the facilities and improve relationships between the University and the local community
- A scope for more activities hosted by the university but open to all
- Improving graduation retention through links with local employers and other local infrastructure so that more students stay in Nottingham after study and continue to play a part in civic life


*If you answered that we should do more to open up our campuses and facilities, what specific activity would you suggest?*

- More collaboration with local businesses and community projects x2
- Open space and even accommodation utilised by local charities e.g. space to meet/short breaks x3
- Vocational/short courses/workshops/evening and weekend courses x13
- Tasters
- Access to sports facilities x5
- Outdoor activities/sports x2
- Open facilities to schools e.g. labs x2
- More engagement with local council/government
- Events for students with disabilities/Long term medical condition to promote culture of inclusion
- Life long learning links with local county employers through training sessions, breakfast meetings, conferences, workshops.
- Support local football/sport teams by allowing free usage of grounds
- Thematic question and answer/information led surgeries (similar to MPs surgeries)
- Specific tours arranged to inspire young people - e.g. chemistry, biology, vetinary medicine, computer science
- Access to facilities/host activities during holidays when students are not using them
- Increase in widening participation work x2
- Arranged walking/historical tours and talks about our buildings/campuses

# Teaching and learning

*Some staff have suggested that the University should aim to be at the forefront of innovation in the curriculum design, learning, teaching and assessment. What developments should we prioritise? Other:*

- Innovation in assessment
- Consider other types of courses. Non-degree courses with relevant qualification
- Students to use their laptops in exams if they wish. There are proven systems available that "lock down" the laptops into word so they cant access other files x2
- Increased opportunity for part time post graduate study
- Curriculum design and modes of assessment need to be inclusive. Over-assessing students currently
- Immigration implications of blended learning
- Prioritise alternative forms of assessment. We are out of date. Different forms of assessments will support students with different learning styles. This would potentially reduce EC's claims and minimise academic misconduct. We should aspire to promote opportunity for academic integrity, not misconduct x3
- Make work on digital competences more central/school led
- Multiple assessments - e.g. choice of assessment in each module. Supports inclusivity
- Reduce over-assessment x3
- Many staff at UoN are highly qualified and have degrees/masters/ PhDs. We already have a pool of talented and knowledgeable individuals who are a readily available resource to be utilised. Staff can be used to enhance the T&L experience and give presentations on specialist areas providing another perspective

*How should we create stronger connections between the University's research and teaching?*

- Incorporate research and teaching into degree programmes
- Allow research to be incorporated into the curriculum or modules on related courses x3
- Allow academics to teach based on their research
- Teaching is research led and based on ongoing pioneering research
- Showcase events for "lay" people
- Allow academics to do research/teaching in their field of expertise
- True research led teaching of where students can see real life impact of research lectures/professors are doing

*In a sentence, please suggest one change which you think would have the most impact on the teaching and learning experience of the University of Nottingham students.*

- From application status, a student should be able to access information of relevance online via increased digitalisation innovations. Applicant - student - alumni- all online
- Digitalise learning a bit more/increased use of technology x3
- Innovation in assessment x2
- Increased distance learning
- Streamlined curriculum - less choice. It would create an overall better learning experience x9
- Staff which are teacher trained. A good research doesn't always make a good teacher
- Encourage academics to embrace new technologies
- More information for applicants on university teaching and independent learning
- E-learning development and enhancements

- Stop increasing student numbers
- Provide a range of assessment types and allow students to choose their preferred method in each module e.g. exam, project, presentation, extended essays etc x5
- Scrap January exams for 1st year undergraduates (a few formative, in-house tests only) x3
- Distance learning for undergraduate programmes
- Mandatory staff training - disability; accessible teaching materials/methods
- Truly accessible buildings
- Greater consideration of the disability attainment gap

# Research and knowledge exchange

*How should we create stronger connections between the University's research and teaching? (same answers as Teaching and learning section)*

- Incorporate research and teaching into degree programmes
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- Allow academics to do research/teaching in their field of expertise
- True research led teaching of where students can see real life impact of research lectures/professors are doing

# Financial health

*If you could make one practical change which would increase our income or reduce our costs, what would it be?*

- Better procurement - we are often well overcharged for items we could by cheaper elsewhere x4
- Make better use of existing space
- Use our own internal resources/expertise rather than commissioning outside agencies at greater cost. Internals are invested in results, externals invested in money. Potentially creating a dedicated team for estates management within the estates team e.g. our own painters/ our own building team
- Better use of existing technology to reduce "people support" (e.g. note takers, exams, independent learners)
- Digitalise learning so lecturers don't have to be physically present for seminars
- More online courses
- Better use of facilities for local community x2
- We rarely use our own intellectual property - e.g. new builds - designed by our own academics/student or marketing campaign/ advised by colleagues/students in NUBS rather than paying outside people
- Spend too much money on wrong priorities e.g. buildings that are not even water tight
- Freeze vice-chancellors salary x2
- Resits = opt-in to reduce staff time and cost of exams/invigilation x2

- Open up this question to local teams - we have ideas about what we can do in our local area
- Consider charging for individual items/services only relevant to certain sections of students
- Individual objectives to manage budgets
- Better use of staff
- Map developments so that similar developments don't happen in isolation (e.g. different groups looking into similar software)
- Longer term strategic planning of investment rather than knee-jerk capital projects
- Be more media-savvy - make use of alumni benefactors and 'celebrity' academics to raise our public profile

*What barriers do you perceive which prevent us from doing more to generate income to invest in our core purpose?*

- Conservative approach
- Potential drop in tuition fees
- Not opening up the university to the general public - stop being too conservative
- Too much time spent on bureaucracy and university initiatives lacking focus
- need to be more dynamic i.e. decision making
- So. Much. Waste x2
- Reduce senior management PVC level
- Over-administration
- Don't take enough risks to drive innovation (fear of errors)
- Ethos of not being profit making (without consideration that profit = investment)
- There is no accountability to failure
- The government
- Efficiency in systems and processes x2
- Need more of a presence in local schools

*We currently recoup just over 70p from external sources for every £1 we spend on research. What should we do to increase that proportion?*

- Manager researchers to manager their research project (in my experience, they are not great at managing projects and budgets)
- Further invest in schemes like UNICAS which promote small scale internal projects
- More "real world" practical research and less "blue sky" research
- Incorporate research into curriculum so students can get involved as part of the course. This means less expenditure
- 70p is ample! Concentrate on other areas
- Review how the best uni's succeed. E.g. top 10 in the world
- Further investors and sponsors nationally and overseas
- Nothing. That is short term thinking. Fundamental research is necessary as it builds a platform for later profitable discoveries x2
- Stop prioritising recruitment freezes as a means of cost-saving. It is short-sighted and leads to problems which ultimately cost the University more

# Our infrastructure

*Which of the following would you prioritise as we manage and develop our physical estate of the future?*
*Other:*

- Designated admin and exam spaces
- Using technology that competitors are using with the view to embrace new technologies/develop new technologies
- More 1-1 space
- More specialised teaching space, locally governed
- Flexibility
- Staff/students to have more choice

*Thinking about the University in 10 years' time, what change in our infrastructure (physical or digital) would you want to see from the present day to inspire and engage students and staff?*

- More opportunities to work from home x2
- Flexible working from home
- Agile working
- Cross team working
- Flexi-working/ work from home for APM staff x3
- Quality accommodation for students x2
- Cohesive working environment for staff
- Standardisation of processes across departments
- Keep enhancing benefits package - not yet in line with commercial offerings
- Car-free campus x2
- Plant more trees
- Digitalise learning
- Digitalised from applicant to student to alumni
- More services moving online
- Online services for students to be better
- The university to fully incorporate digitalisation
- Better use of technology
- Innovative ways of working
- Use technology to standardise processes across schools and departments - reduce the problem of needing to know how processes differ between schools when advising students
- It is quite difficult to 'embrace technologies as they emerge' when the core system we use (campus) is so cumbersome and non-user-friendly. Clearly it cannot now be changed, but any improvement to the interface, alongside ongoing training, might help.
- Better/more robust digital facilities for staff/students x3
- More reliable software/hardware
- Nicer, more modern, comfy, clean offices
- Staff space and experience
- More break-out areas for staff
- Social spaces for staff
- Priority for staff spaces not just students x2
- Gender neutral toilets are not always appropriate or acceptable
- Less concrete x3
- More customer focused

- Student centric approach for all services
- Bespoke medical faculty for testing and learning
- More universal and robust policies regarding the environment to provide a clear and consistent message to students and staff