

View from the Bridge: developing and implementing a strategy for success

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Thursday 21 November 2019

From Newcastle. **For the world.**

Topics

- **Developing our Vision and Strategy**
 - Starting points
 - The changing UK and global context
 - The foundations for our Vision
- **Developing and retaining talent**
 - Professional Services and Parity of Esteem
 - Growing our research: The Skills Academy
 - Focus on Engagement and Place





Developing our Vision and Strategy: the foundations

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What do you gain from developing a Vision or Strategy?

- a. A clear 'direction of travel' that everyone can get behind.
- b. A clear statement of intent that can be understood by your external stakeholders.
- c. Respect for your institutional leadership.
- d. A brochure that gathers dust on a shelf.

Snapshot: where are we now? (or where we were in 2016)

A good university in a great city with many things to be proud of:

- A broad disciplinary base
- Some **genuinely world leading** researchers across all three Faculties
- **Highly-rated Teaching and Learning** by current measures
- “Largely” **happy, engaged** staff and **satisfied** students
- **Financially sound** with regular surpluses/healthy reserves
- In the **Russell Group/Top 200** Universities in the world

The changing global context

- **The expectations that Universities exist to serve society – local, national and global**
- **Education**
 - The need to produce critical global citizens who are adaptable and resilient
 - Student expectations/the role of technology
- **Research**
 - The need to collaborate and bring people together across all sectors to address global challenges, including health, the planet, international security and poverty



ERASMUS 
CREATING OPPORTUNITIES FOR THE UK ACROSS EUROPE

In one word, name a challenge UK universities have encountered in 2019.

The changing UK context

The impact of Brexit

Uncertainty about student and staff mobility, research collaboration and funding, post-exit visa regime, European Regional Development Funding

Regulatory reform

Office for Students (OfS) and UK Research and Innovation (UKRI) in 2018
Teaching Excellence Framework (TEF); Research Excellence Framework (REF); Knowledge Exchange Framework (KEF)

Immigration policy and international students

Opportunity for policy change, post-study work opportunities

Industrial strategy

Five pillars: people (skills), place, ideas, trade, infrastructure
Requirement to match graduate skills with employer demand

Political and media pressures

Value of a degree; degree class inflation; freedom of speech; academic freedom; tuition fees and student debt; VC's salaries, student mental health

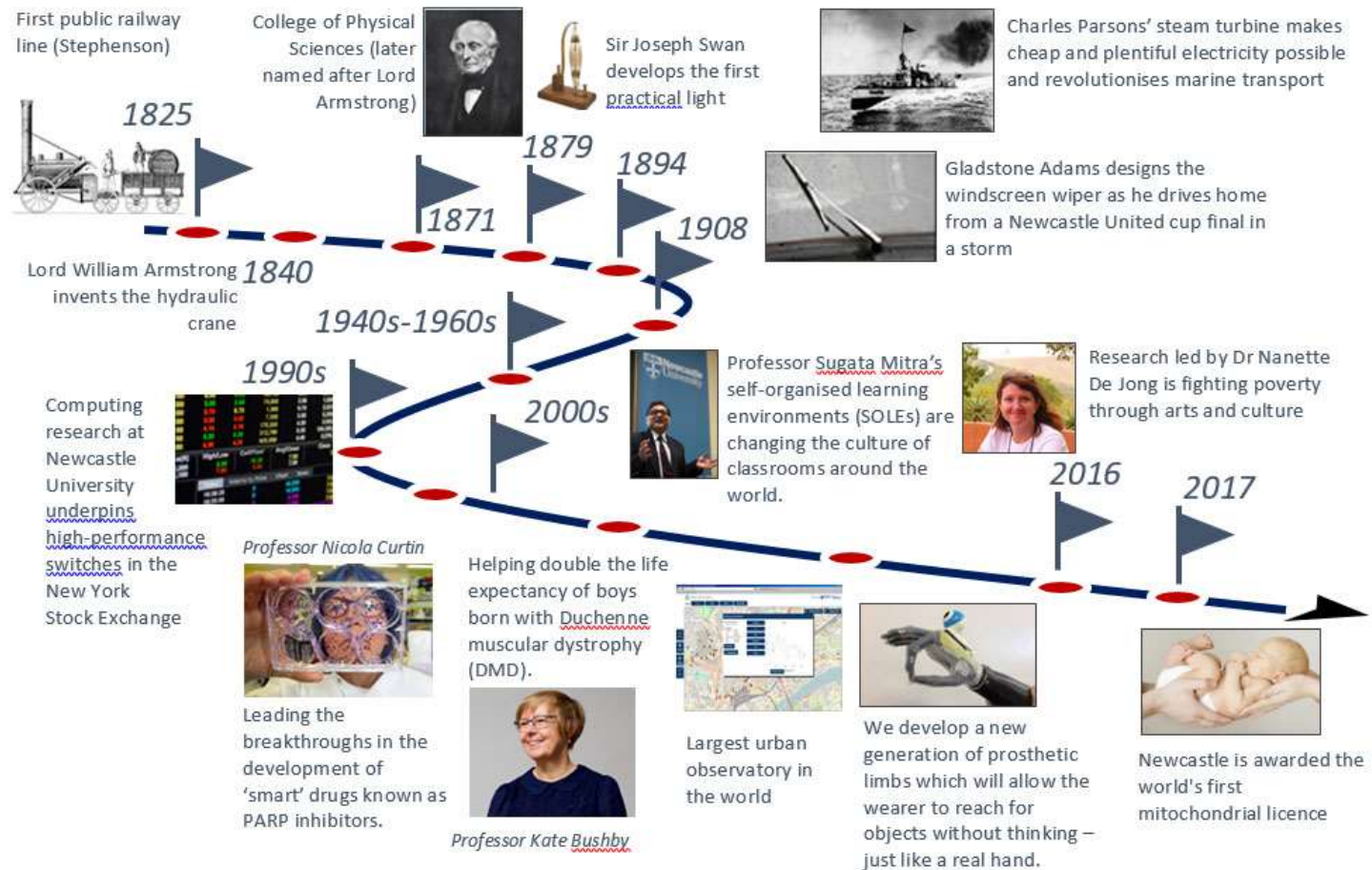


The foundations for our Vision - our defining characteristics

- A **proud heritage** stretching back 183 years
- A long history of **excellence in teaching**
- A key driver of the **innovation culture and history** of the region
- A deep rooted **regional focus** and history of **cross-sectoral partnership working**
- Long standing commitment to **Social Justice**, including **Equality, Diversity and Inclusion**
- A broad **disciplinary base** and increasing **focus on interdisciplinarity**
- Founding member of the **Russell Group of research intensive UK Universities**
- Bases in **Malaysia, Singapore** and **London**



Research and Innovation



**Commitment to
Social Justice**



13 November 1967

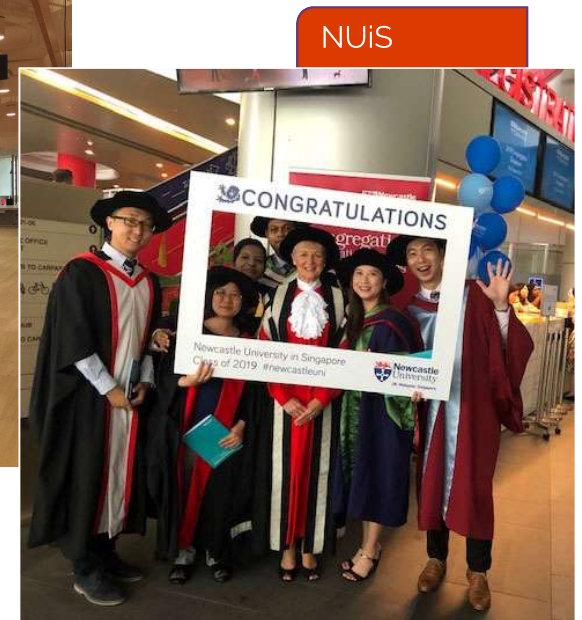
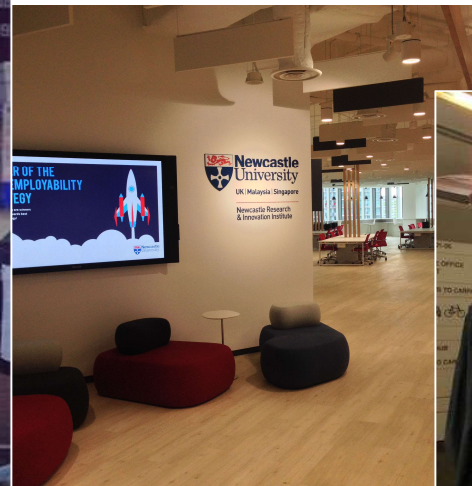
13 November 2017



International locations



NUMed Malaysia





Developing our Vision and Strategy: The process

From Newcastle. **For the world.**

In your view, how should your institution go about developing its strategy?

Our challenges

- We needed to address **two critical issues** while continuing to build on excellence in two of our key strengths:
 - Our research performance, **and**
 - Our external profile and reputation

The 'strengths' we can't be complacent about

- **Teaching & learning:**
 - TEF: emphasis on quality and employability
 - BREXIT and ↑globally competitive market for international students
- **Societal mission:**
 - We are anchored in a region with some of the worst levels of social inequality in the country. To fulfil our societal mission, here, perhaps more than anywhere else in the UK, we have to play a role in improving this situation

Developing our new vision and strategy: consultation



Our challenge: how to retain this...

What three words describe your institution best, as it is now (now what you would like it to be in the future)?



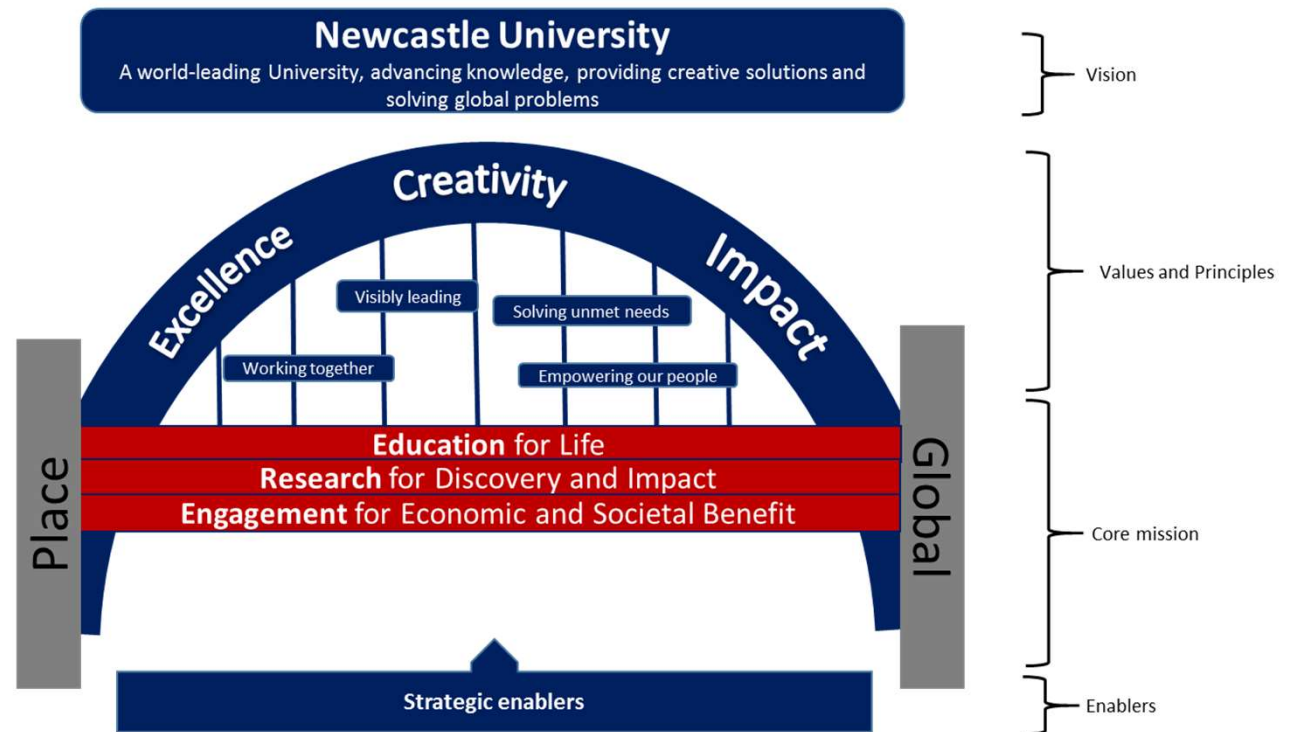
While becoming more like this:

If there were three words that you wished applied to your institution, but don't, what would they be?

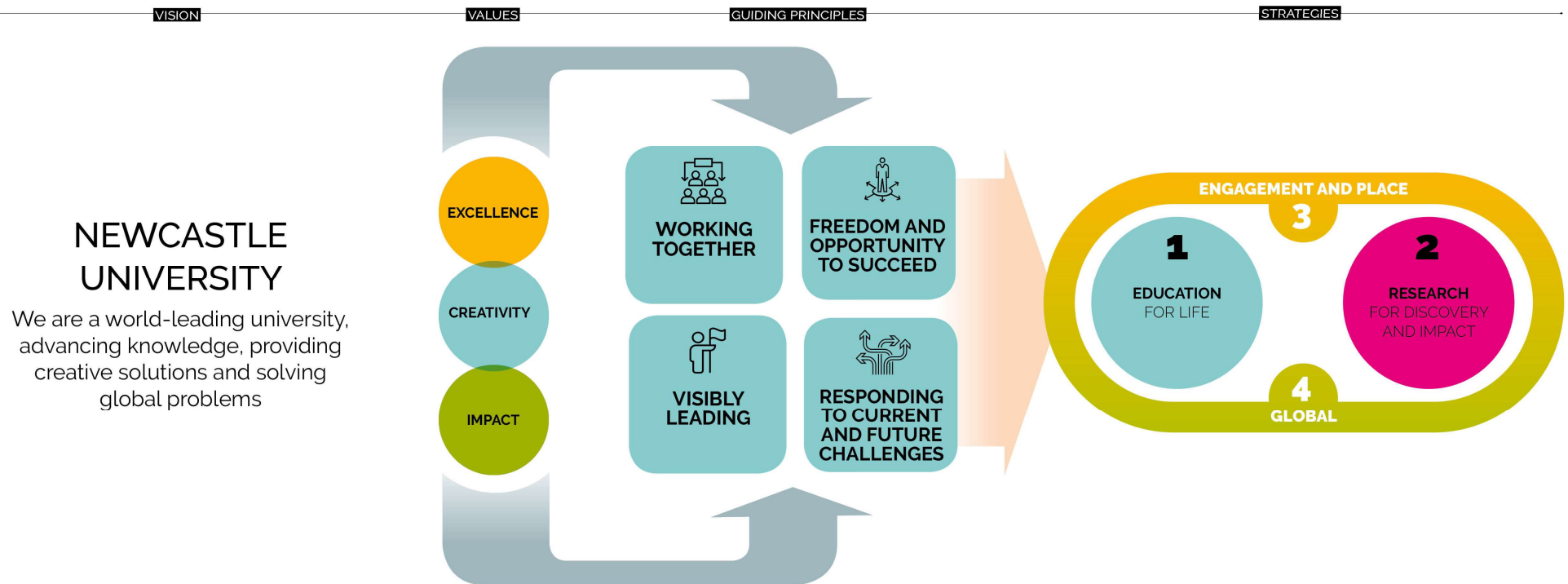


Structure of the new Vision and Strategy

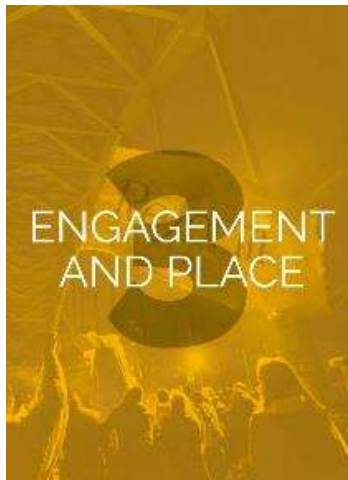
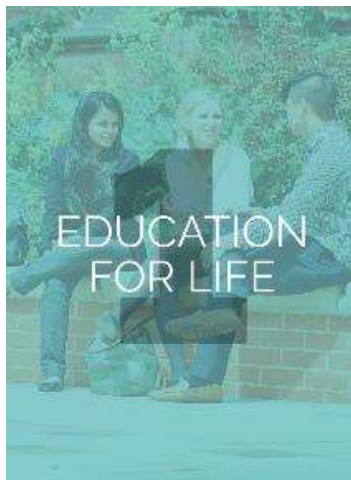
- **Context**
- **Our Values**
- **Core mission**
 - Education for life
 - Research for discovery and impact
 - Engagement and societal impact
 - Creating inspiring place
 - Influencing globally
- **Guiding principles**
 - Working together
 - Visibly leading
 - Empowering our people
 - Solving unmet and future needs
- **Strategic enablers**



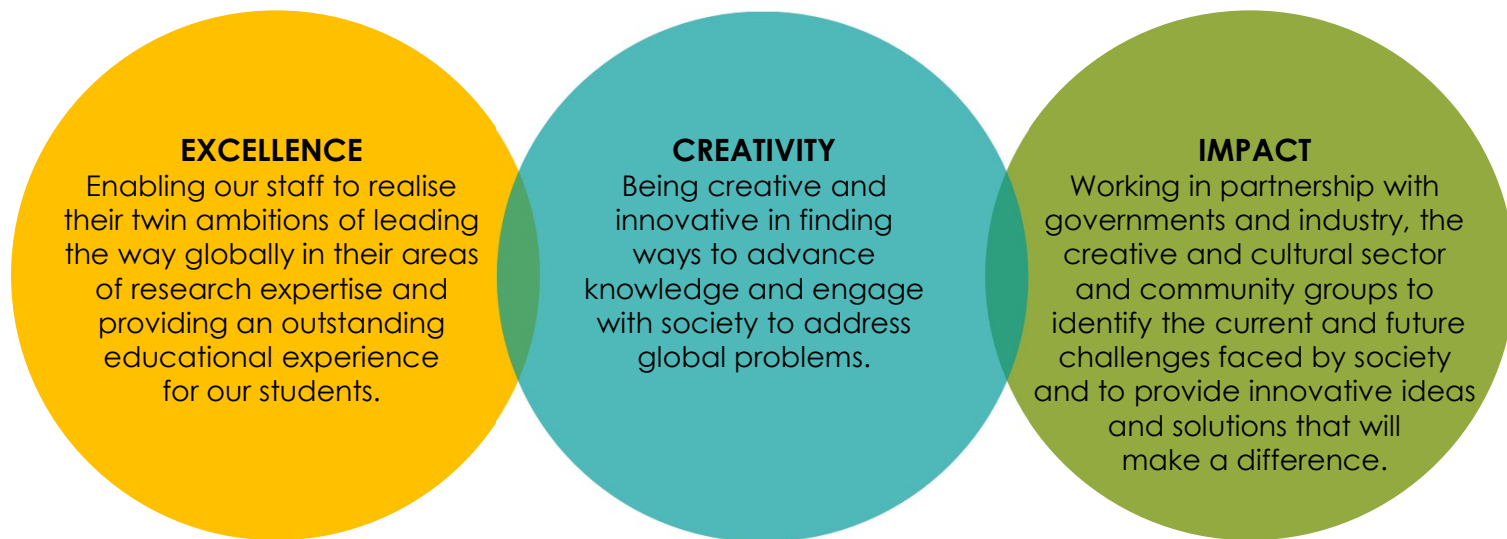
Our Vision



Supporting strategies



Aspirational values



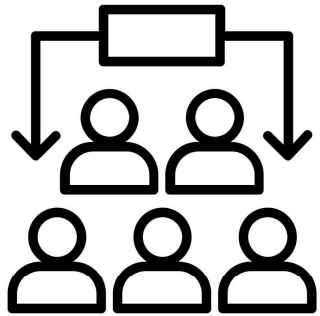
Do you know what your institution's values are?

a. Yes

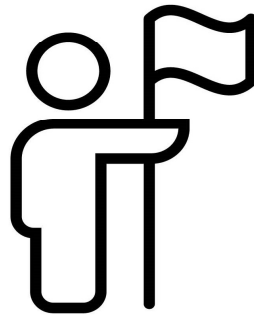
b. No

If you answered yes, please name them.

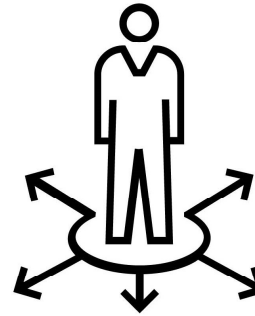
Guiding Principles



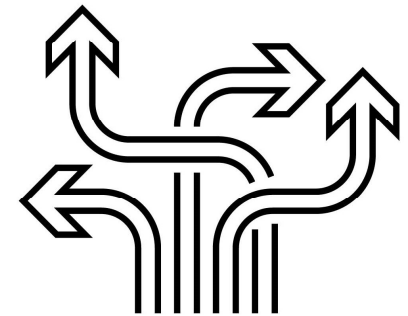
WORKING TOGETHER



VISIBLY LEADING



FREEDOM AND OPPORTUNITY
TO SUCCEED



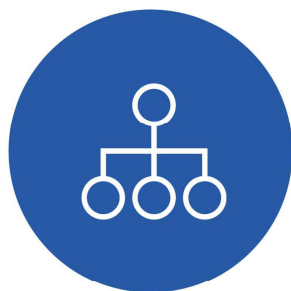
RESPONDING TO CURRENT
AND FUTURE CHALLENGES

Our guiding principles explain how we will operate as an institution while in pursuit of our strategic goals. They describe how we aspire to give our staff the environment they need to excel and how we will collaborate with wider society in our main areas of expertise and in new and emerging disciplines

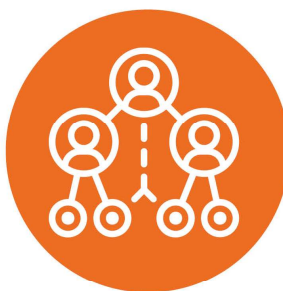
Strategic Enablers



OUR PEOPLE



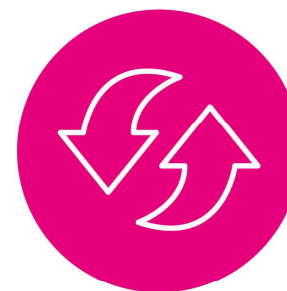
INFRASTRUCTURE



NETWORKS AND
PARTNERSHIPS



ENVIRONMENTAL
SUSTAINABILITY



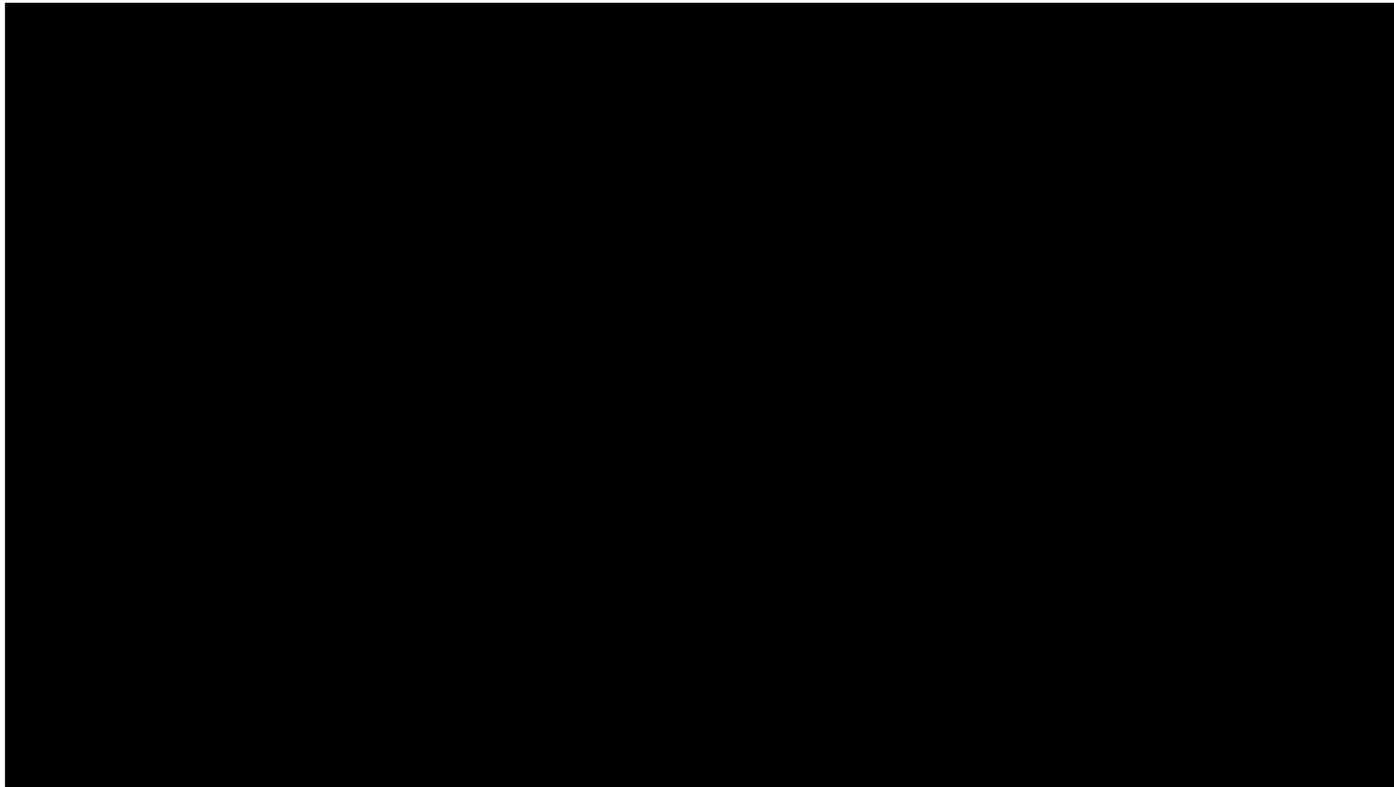
EFFECTIVENESS
AND FINANCIAL
SUSTAINABILITY



MONITORING
OUR PROGRESS



From Newcastle.



Implementation: Our Vision in Action

Newcastle University
Professional Services
Network

From Newcastle. **For the world.**

Times Higher Education 30 May 2019



Professional services staff need a plan for progress

From Newcastle. For our University



From Newcastle. For the world.



Demonstrating our commitment to Parity of Esteem

- We've changed the **constitution of Senate** in the Statutes to include an **elected member of Professional Services**
- We've expanded the **Vice-Chancellor's Education Excellence Awards** to include Professional Services staff.
- We've signed up to the **Technician Commitment**; NU TechNet - the technicians network that facilitates the sort of co-operation and collaboration that is critical to our technicians' personal success - is thriving;
- We've improved the **visibility of the Professional Services** through displays installed around our campus
- A new exhibition, 'Our People' celebrates the different ways we **work together** to **support students** throughout their University experience and to **promote EDI**.
- A number of important committees are now **chaired by Professional Services colleagues** where in the past they were chaired by academics.
- New PS 'hub model' recognises that **fulfilling our ambitions for education, research, global and engagement and place** will require **effective and joined-up professional services and good governance**.
- We've created a **Professional Services Network**.



Newcastle University Professional Services Network

- Held its first conference in July 2019 – **single largest one day conference** held in the University
- Our sector is waking up to the **crucial role** that the professional services play in supporting the success of their institutions.
- Promoting **parity of esteem**, informed by the consultation process behind our vision and strategy
- Extended the principle of Working Together to include **academic, professional and technical staff working together** to deliver our Vision of **a world-leading university advancing knowledge, providing creative solutions and solving global problems.**
- Need to overturn the perception that in our University, colleagues working in Professional Support Services were considered "less important" than academic colleagues,
- Dropped 'Support' and established **Professional Services.**

The old view that a university is defined only in terms of the quality of its academics is becoming increasingly outdated, and the reality that the success of a university relies upon close collaboration between academic and professional colleagues is now broadly accepted across the sector.





Implementation: Our Vision in Action

Growing our research:
Skills Academy

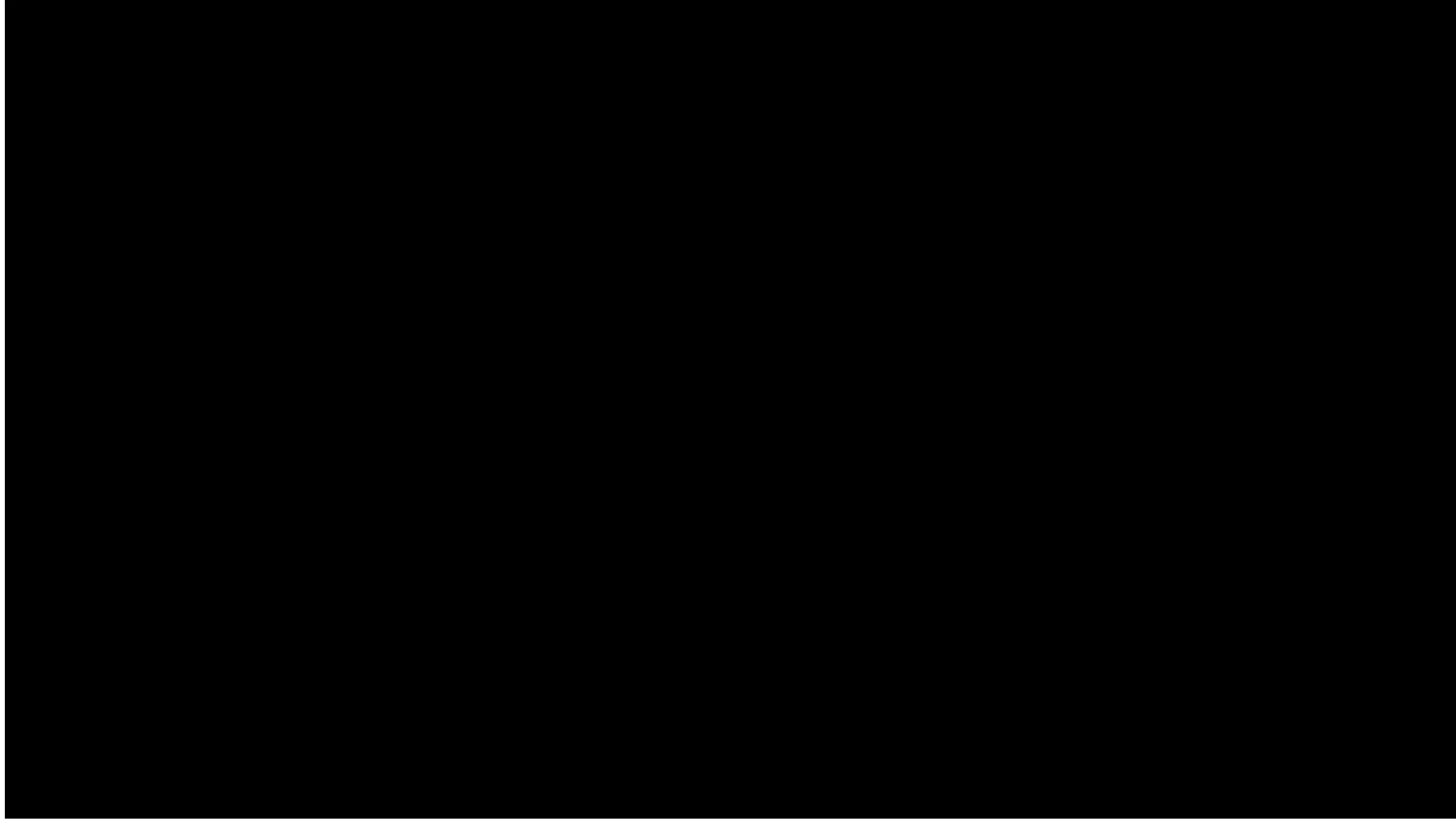
From Newcastle. **For the world.**

We will 'equip staff and students at all career stages with the skills to contribute to research and development in the academic, commercial, public and voluntary sectors.'

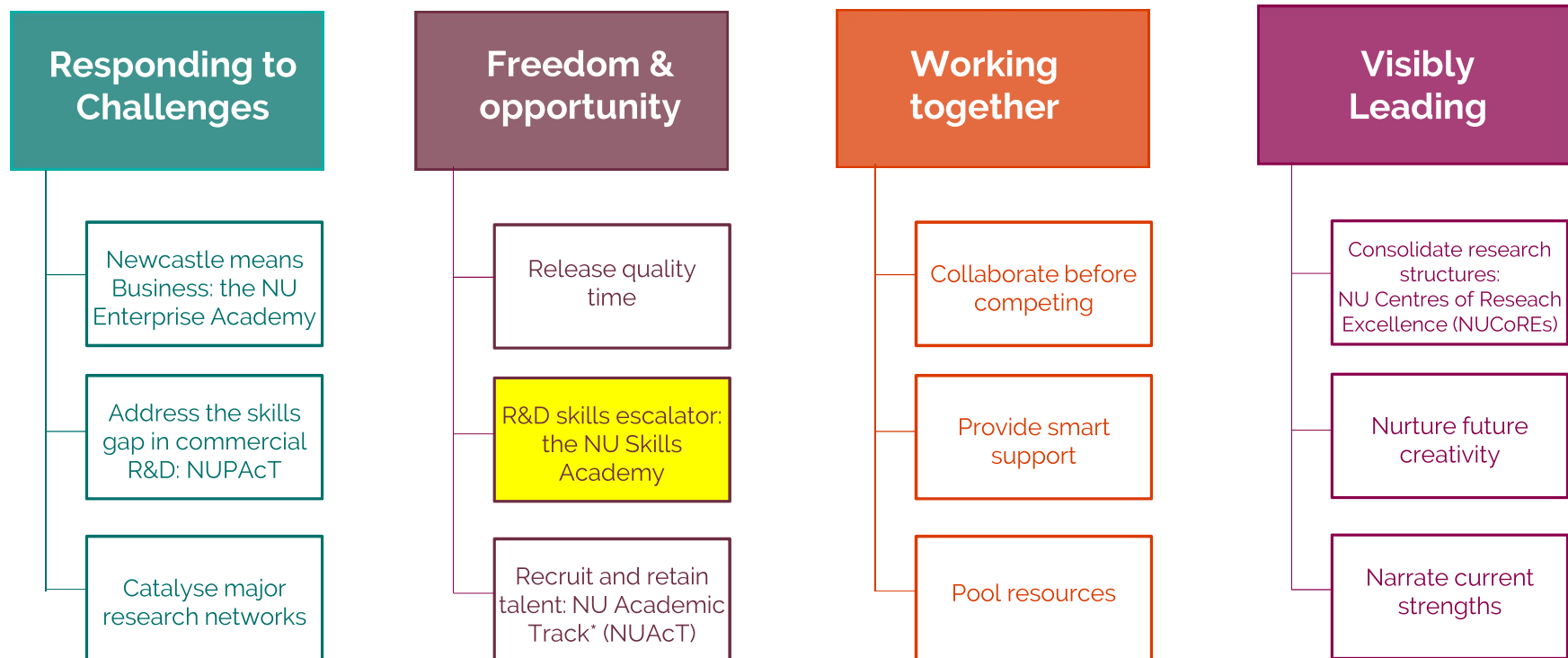
University Research Strategy, 2018



ncl.ac.uk



Skills Academy: a transformative initiative



Skills Academy: Aims



Coordinate Resources

A Skills Academy Forum will work together to coordinate resources, improve efficiency and disseminate best practice in the sphere of Researcher Skills acceleration



Catalyse Innovation

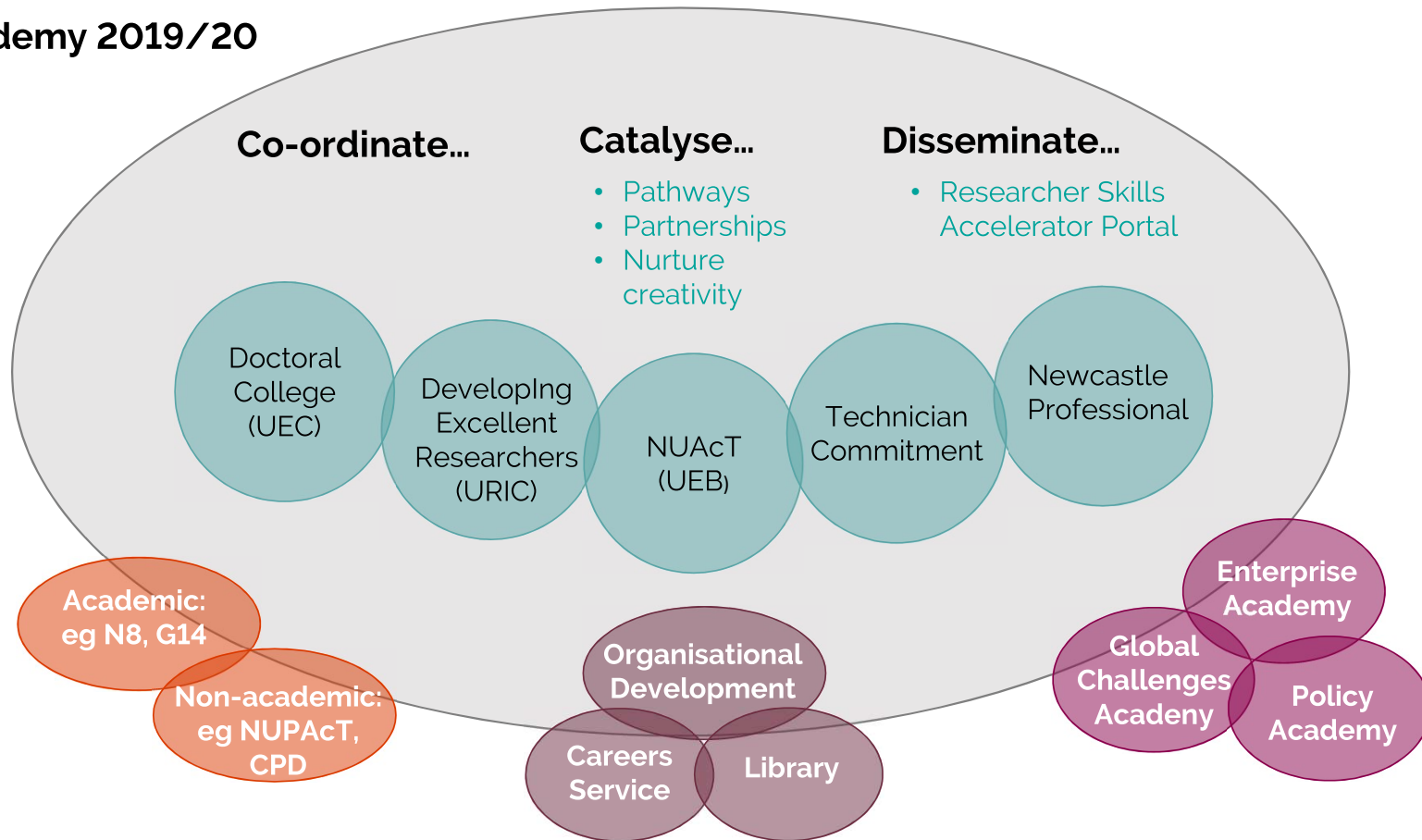
We will facilitate interactions between our Academic and Professional Service colleagues, build external partnerships, and support different approaches to career pathways.



Disseminate Information

We will disseminate opportunities and resources through a Researcher Skills Accelerator Portal.

Skills Academy 2019/20



Implementation: Our Vision in Action

Focus on Engagement
and Place

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Engagement and Place

Improving the economy, health and social wellbeing, and cultural richness of the places in which we operate

- Dean of Engagement and Place appointed (Professor Jane Robinson)
- Showcasing the Engagement and Place Strategy at the vision celebration (17th May)
- A Social Justice Advisory Group has been established with the aim of co-designing solutions to social justice challenges with practitioners and communities
- We are seeking accreditation as a University of Sanctuary and with the Race Equality Charter Mark.
- Proactively influencing and engaging with local, national and international policy development through the University Policy Academy and NU-KESS (Newcastle University Knowledge Exchange Network).



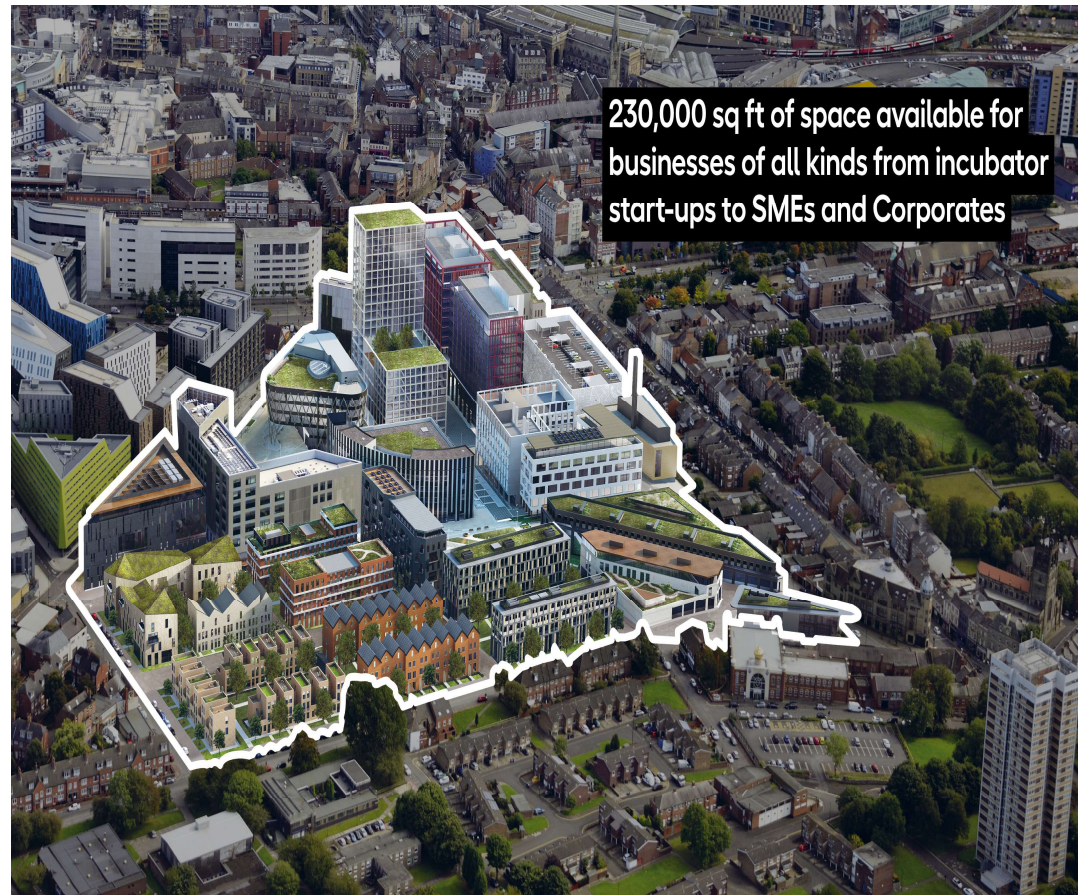
Values-led decision making

- We have declared our commitment to climate change action by declaring a **Climate Emergency**
 - aim to achieve net-zero carbon dioxide emissions by 2040
 - review of travel policy
 - THE Impact Rankings 2019: 2nd in the world for responsible consumption and 7th in the world (top in Europe) for climate change action
- Commitment to seeking accreditation as a **University of Sanctuary** and have recently become members of the **Race Equality Charter**
- Introduction of the **Real Living Wage** for all our staff
- Commitment to **addressing the BAME attainment gap**
 - Student support: through our Access and Participation Plan and Closing Attainment Gaps project with AdvanceHE.
 - Pledge to address the poor representation of BAME staff in academic and professional leadership roles.
 - Armed Forces Covenant – commitment to provide members of the Armed Forces and their families with better access to HE
- **Ethical partnerships**
 - systems in place to ensure potential partners align with our values.



Newcastle Helix

- Partnership between Newcastle University, City Council & Legal & General
- £350m regeneration project, the largest of its kind in the UK
- Two National Centres for Innovation – Ageing & Data
- Brings together industry leaders, businesses and world class researchers in a new innovation community.
- Attracting inward investment, bringing renewed vibrancy and sustainable, city-centre living.

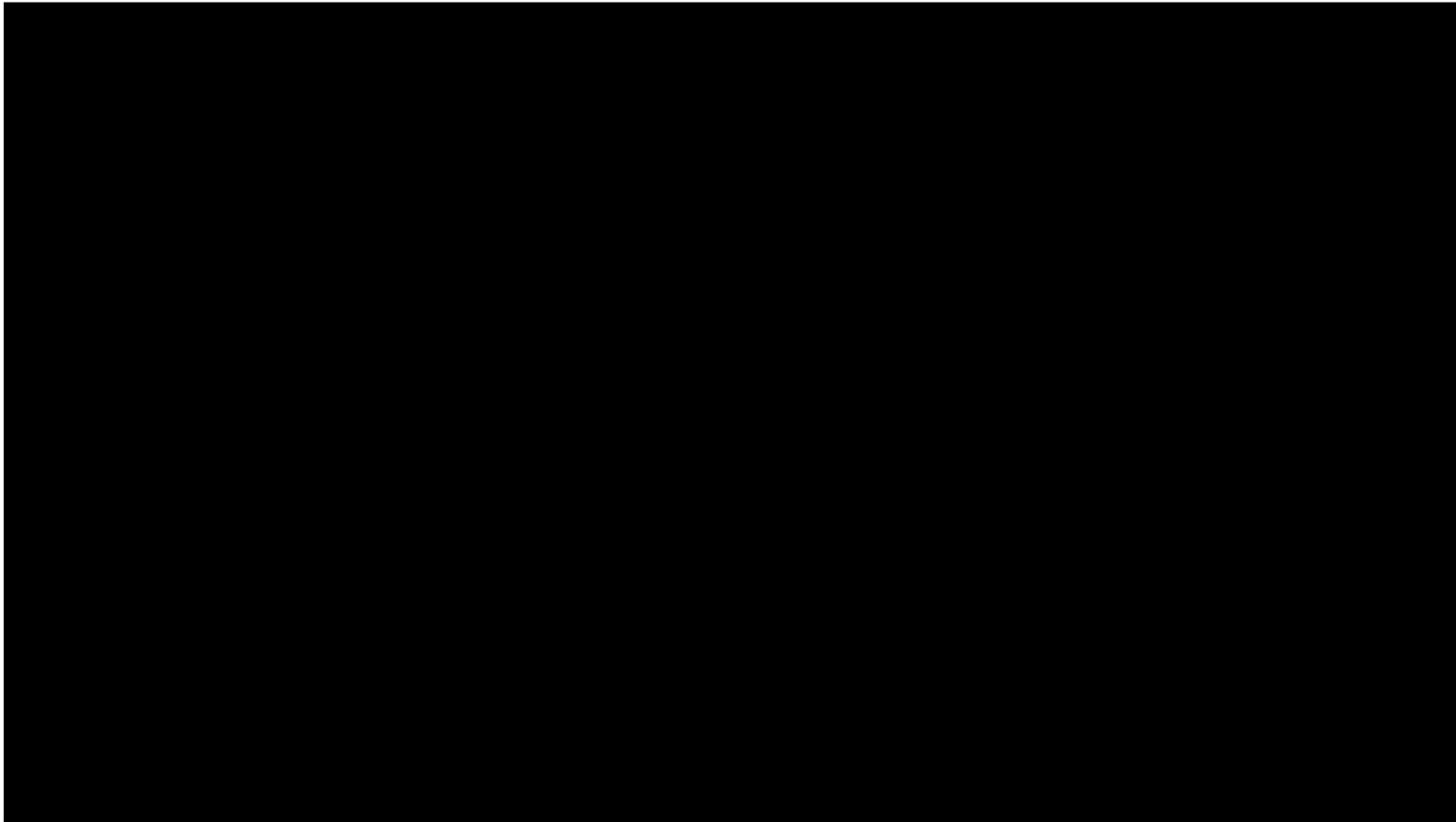


Driving forward urban innovation

Newcastle Helix - home to:

- £60 million Urban Sciences Building
- The Catalyst – new home for the National Innovation Centres for Ageing (£40m) and Data (£30m)
- £20m EPSRC National Centre for Energy Systems Integration
- £40m new Learning and Teaching Centre – the Frederick Douglass Centre – with 750 seat lecture theatre and conference facilities





Thank you