

Strategic plan

2011–2015

“... advance education, scholarship,
knowledge and understanding by teaching
and research, for the benefit of individuals
and society at large”

Royal Charter, University of Hull, 1954

Contents

	Forewords	2
	Introduction	4
	Our vision and mission	8
1	Recognised for excellence	
	1.1 Creating a better future ... going beyond	10
	1.2 Growing in stature and reputation ... a focus on quality	11
	1.3 Competing on quality through innovation	11
	1.4 Securing sustainability	14
	1.5 Key objectives (2011–2015)	18
2	Advancing education, the quest for knowledge and scholarship	
	2.1 Academic provision	19
	2.1.1 <i>The connectedness of research and enterprise with learning and teaching</i>	19
	2.1.2 <i>Interdisciplinary themes</i>	20
	2.1.3 <i>The size and shape of the student population</i>	21
	2.2 Research and enterprise	22
	2.2.1 <i>Developing profile in research and enterprise (2011–2015)</i>	22
	2.2.2 <i>Going beyond ... a seamless value chain from research to enterprise</i>	23
	2.2.3 <i>Investment in research and enterprise</i>	23
	2.3 Learning and teaching	24
	2.4 Key objectives (2011–2015)	27
3	Empowering people	
	3.1 Students at the heart of the University ... an outstanding student experience	30
	3.1.1 <i>Individualised student experience</i>	31
	3.1.2 <i>The distinctive 'University of Hull Graduate' ... going beyond the student experience</i>	35
	3.1.3 <i>The Hull University Union</i>	36
	3.2 Empowering staff	37
	3.3 A value-driven organisational culture – empowering the institution	38
	3.4 Key objectives (2011–2015)	41
4	An engaged university	
	4.1 Engaging as a university	43
	4.1.1 <i>Recruitment of students</i>	44
	4.1.2 <i>Internationalisation</i>	45
	4.1.3 <i>Partners</i>	45
	4.1.4 <i>Connectedness</i>	46
	4.2 Key objectives (2011–2015)	47
	Strategy map	48

Forewords



I am extremely pleased to provide a foreword to the new strategic plan of the University of Hull.

The University Council is very conscious of its responsibility to set a clear vision and direction for the University as it enters what can be expected to be a very challenging time for all higher education institutions. This plan is an essential instrument in guiding us through this turbulent period and in ensuring that the University of Hull emerges from it stronger and with its reputation enhanced. The Council has approved and strongly endorses the new vision and the strategic plan for 2011–2015.

The new strategic plan is also an important milestone when seen in the context of the history of the University. It deals with fundamental issues about the role of universities in today's society, and powerfully expresses some of the guiding principles that have informed the University of Hull since its foundation: a conviction that a high reputation can only be built on academic excellence; a belief in the power of the University to help build a better world; a commitment to our local communities, and a recognition of our responsibility to inspire the next generation of students. The Council warmly welcomes the reaffirmation of these founding principles in a 21st century context.

The management and staff of the University will have the full backing of the Council in the implementation of this plan. Council for its part will be vigilant in upholding accountability and monitoring progress. We will ensure that the University benefits at all times from effective and transparent governance.

I look forward to the future with confidence and with a belief that the University of Hull is now entering an exciting period of renewal and of sustained growth in its stature and reputation.

John Standen

Chairman of the University Council



Our new vision is a blueprint for the future of the University of Hull, underpinned by a strategic plan that will initiate a period of significant renewal and transformation, steering the University through a period of great change in higher education in the UK.

Building on a proud history of achievement, the plan articulates the University's commitment to shaping a better future for the individual and society. Striving for academic excellence – in research and enterprise, in learning and teaching – remains the nucleus of our strategy and is essential to enhancing our stature and reputation nationally and internationally. The plan emphasises the University's vision of affecting broader outcomes and 'going beyond'. Engagement becomes a central theme in our approach, and is key to being an anchor institution for our communities.

Empowering people is an important aspect of the plan. Students are placed at the heart of the University and we shall continually enhance the student experience. Empowered staff will bring their knowledge, expertise and commitment to the challenges we face. We shall actively encourage the development of an organisational culture which supports these principles of our vision.

A broad spectrum of internal and external stakeholders contributed to the development of the new vision and plan through a comprehensive process of consultation. The management of the University is also fortunate to enjoy the support of an engaged and effective Council. We shall continue to earn that support by demonstrating sustained progress towards the outcomes envisaged in the plan.

Our aspirations are high and we shall set ourselves demanding performance targets. We shall build upon many areas of strength, but at the same time we shall be confident and bold enough to make the changes that will enable us to enhance our reputation and performance. We can only achieve our goals by striving for excellence in all our endeavours, seeking every opportunity to increase quality through innovation.

Professor Calie Pistorius

Vice-Chancellor

Introduction

‘This document sets out a new long term vision and mission for the University of Hull, together with a strategic plan for the period 2011–2015’

The development of a new strategic planning framework for the University of Hull could not come at a more opportune time. Higher education in the UK is facing a period of deep and rapid change in which many previous certainties will be challenged, all against a backdrop of severe cuts in public spending. At the same time the demands on universities are increasing, as is the competitive nature of the higher education environment nationally and internationally.

This document sets out a new long term vision and mission for the University of Hull, together with a strategic plan for the period 2011–2015. These present exciting opportunities to enhance our stature and reputation nationally and internationally, to make us even more responsive to our students, to place their experience at the heart of the institution, and to address the challenges that will face the higher education sector in coming years.

Whilst this plan focuses firmly on the future, it does so in the context of issues that have been prominent throughout more than 80 years of the University’s existence, issues with which all universities have contended in the past and which they continue to address: the shape and nature of academic activity; the relationship between universities and the communities in which they are located; the nature of engagement with society at large; the purposes of a university education; and the sustainability of universities.

The foundation of the University College of Hull in 1927 was the result of a belief that the City of Kingston upon Hull should have its own university; that it would be a ‘centre of light and culture’ in the City, a vital influence on the development of local industry and commerce, and a means of raising the educational aspirations of the people of Hull. This firm conviction led the University’s great benefactor and first President, T.R. Ferens, to reject the notion of endowing scholarships at other Yorkshire universities, believing that only a university in the city itself could achieve the outcomes he sought. It was not only the city of Hull that Ferens and the early protagonists of the establishment of the University College had in mind. The coat of arms of the new institution reflected a wider vision embracing the worldwide maritime connections of the city, and the place of Lincolnshire and of Yorkshire as a whole in the aspirations of the new institution.

The connection between the University College of Hull and its surrounding communities was reaffirmed in 1954 when the University of Hull was granted a Royal Charter, becoming the 14th independent university in England. Since 2000, when the University opened its campus in Scarborough, North Yorkshire has also become an important source of strength for the University, building on a long tradition of adult education provision by the University in that part of Yorkshire.

This strategic plan addresses the issues of academic provision squarely and creatively. The essential mission of the University, derived from its founding Charter, is clearly reaffirmed: to ‘advance education, scholarship, knowledge and understanding by teaching and research, for the benefit of individuals and society at large.’ This will remain a university fully committed to research and the pursuit of knowledge, stressing not only the interaction between learning, teaching and research, but also the continuum between research and enterprise. This outlook is encapsulated in the key phrase ‘going beyond’ and in the profound belief that universities must contribute towards shaping a better world and affect greater outcomes. The plan also sets out an approach to the shifting of the boundaries of academic disciplines. Whilst recognising the continued importance of discipline-based research and teaching, we shall also promote a set of cross-cutting interdisciplinary themes that address major challenges of both global and local relevance.

The ways in which the University has sought throughout its history to engage with local and regional communities have been many and varied. In this strategic plan there is an unambiguous confirmation of the University’s commitment to its role in respect of the city and regions surrounding its campuses. Here it is expressed in terms of the University as an ‘anchor institution’, providing a valued source of intellectual and cultural leadership, raising educational aspirations, and contributing significantly to economic and social redevelopment and growth. At the same time this commitment is stated in terms consistent with the wider vision of the University as a globally engaged institution; hence the emphasis on internationalisation in this plan. Only by being a university whose academic endeavours are of world class quality can we achieve our longer term vision and goals and bring our influence successfully to bear locally, nationally and internationally.

The empowerment of people, particularly students and staff, is central to our plan. The University seeks to employ world leading researchers and teachers supported by professional staff of the highest calibre. It wishes to develop, retain and recruit the very best staff, committed to delivering the University’s vision and exemplifying the ethos of ‘going beyond’.

The recruitment of students and the management of student numbers have always been matters of great importance at Hull. When the University College opened its doors officially in October 1928 it had just 39 students and 16 members of academic staff. The University has since grown significantly. In 2010, the total student population stood at more than 22,000, including a substantial number of overseas students hailing from all corners of the globe. Our future strategy will focus on growth in reputation and stature and on the quality of the student experience in the first instance, rather than growth in student numbers per se.

The University of Hull remains as committed as it was at the time of its foundation to raising educational aspirations, especially in the communities it most directly serves. We will ensure that we remain accessible to all students with the potential to succeed, regardless of their financial circumstances.

‘Placing students at the heart of the system is a vital part of empowering people’

Placing students at the heart of the system is a vital part of empowering people. In recent years the University has established an enviable reputation for enabling students to have an outstanding experience. In this strategic plan we set out the steps we shall take to improve this still further, casting the student experience as a life-long engagement with the University. We shall ensure that students will continue to be able to participate fully in an academic community that is diverse, culturally vibrant, stimulating, healthy, safe, and supportive; where they can develop the distinctive skills and values that will make them employable, and enable them to compete and make a difference in the world. In providing this multi-faceted experience, we shall continue to work in partnership with the award-winning Hull University Union, and we will continue to encourage our alumni to benefit from a life-long association with the University through the Hull Alumni Association.

The ambitions and objectives set out in this plan are demanding, and achieving them will be a challenge. The plan signals the need for a step change in our performance over the next four years if we are to be successful in the changed and highly competitive higher education system that is now unfolding. We shall build upon many areas of strength, but at the same time we will be confident and bold enough to make the changes that will enable us to enhance our reputation and performance. We will not aim to be everything to everybody, but will pursue activities that are consistent with this vision. We can never waver in striving towards excellence – there can be no excuse for not being very good in what we ourselves choose to do and be.

Structure of the planning document

The strategic plan for 2011–2015 sets out the high level actions that the University will undertake as we strive to achieve the ambitions and aspirations articulated in our longer-term vision. The plan outlines our priorities and the choices that must be made, and provides a fit between the University and the changing external environment. The strategic plan as a whole is based on the guiding principles underpinning the vision and mission as expressed in our aspirations for the future. These principles are equal pillars in support of the vision, and hence the order in which actions are presented in the strategic plan does not signify relative importance or priority.

This strategic plan will form the basis of the University's plans, actions, spend and investment for the period 2011–2015. The detailed institutional implementation plans and key performance indicators (KPIs) will provide impetus and practical shape to the various broader thrusts set out in the plan. The faculties and service departments will map their longer term plans as well as their annual planning and budget submissions to the strategic plan and the associated implementation plans.

The next section sets out the University's new vision and mission, cast as an expression of our aspirations and ambitions for the future. The strategic plan for the period 2011–2015 is then set out in four chapters, each summarised by key objectives and indicators of evidence by which we shall measure our success:

- Recognised for excellence
- Advancing education, the quest for knowledge and scholarship
- Empowering people
- An engaged university

Our vision and mission ... expressing our aspirations and ambitions for the future

‘... advance education, scholarship, knowledge and understanding by teaching and research, for the benefit of individuals and society at large’

Royal Charter, University of Hull, 1954

We believe that universities have a responsibility to create, shape and develop a better future for the individual and for society; envisioning how things could be and not passively accepting things as they are. The University of Hull was founded on this principle, and with an established international reputation for academic excellence, the University remains committed to ensuring that its vital work of knowledge advancement continues to benefit successive generations of students, scholars, and partners worldwide. We want people to join us who share our ambitions, and we want to work with people who are as passionate as we are about building a better world.

Our pursuit of achievement is inspired by our ethos of ‘going beyond’, a determination to exceed expectations and to encourage our students to strive for excellence in whatever they do in life. In our specialist and interdisciplinary research and teaching we tackle complex, global issues. We use research excellence to generate innovation leading to positive social, economic and cultural outcomes. Our students are inspired by leading practitioners and scholars, and benefit from a dynamic interaction of research and teaching.

An outstanding student experience is at the heart of the University of Hull. We remain accessible to all students with the potential to succeed, regardless of their financial circumstances. We help each student to shape an experience that is distinctive and personal. Our students have a strong sense of belonging within an academic community that is diverse, culturally vibrant, stimulating, healthy, safe, and supportive; where they can develop the distinctive skills and values that will enable them to compete and make a difference in the world. As a result, our students forge life-long connections with the University, confident in the enduring worth of their attainments.

Ours is an internationally-engaged University. We know that the quest for knowledge is a global endeavour without boundaries. We therefore pursue internationalisation and participate actively in the world arena. With its strong maritime heritage, our region has historically been a point from which products, services and knowledge have spread around the globe. The University of Hull achieves the same through its innovative programmes of research and education.

As an anchor institution in its regional communities, the University of Hull provides a valued source of intellectual and cultural leadership, bringing its global outlook and multi-campus presence to bear on local challenges. Our regional communities benefit from the University’s presence and activities, as the University benefits from its geographical location and engagement with its communities.

Our vision and mission ...

We place a high priority on sustainability. The University is a financially sound, effective, and responsive organisation, driven by its values, and with a strong sense of responsibility for the environment. This is a place where everyone contributes, where we have high expectations of one another, where we all behave in ways that are consistent with the vision and values of the University, and where we all recognise our responsibility to act as the trustees of the future. We set ourselves challenging goals, and know that only by doing things exceptionally well can we achieve our vision of being a university that is ever growing in stature and reputation in the world.

1

Recognised for excellence

‘The University of Hull embraces the advancement of education, the quest for knowledge and scholarship, and empowering people as the means of building that future’

1.1 Creating a better future ... going beyond

As trustees of the future, universities must contribute pro-actively to creating a better future, not passively react to a world that others have shaped. The University of Hull embraces the advancement of education, the quest for knowledge and scholarship, and empowering people as the means of building that future.

Our success in contributing towards creating a better future will be gauged by the extent to which the University – its staff, students and alumni – make a difference, add value and achieve a positive impact. The emphasis has to be on influencing broader social outcomes, not just on attaining outputs which, important as they may be, are often interim milestones. Focusing on broader outcomes embraces an ethos of *going beyond*.

Twenty years from now, when we evaluate our success in attaining our vision, we must be able to show not only how many students graduated, how many research papers we produced or the extent of the research funding gained, for example, but rather what contribution we made to the public good: how we improved the quality of life and prosperity; stimulated economic regeneration and competitiveness; encouraged citizenship in a global community, and improved social mobility and justice.

In pursuing our goals of empowering people, advancing education, and extending the quest for knowledge and scholarship, we shall exhibit the spirit of going beyond. The University can only do this by seeking actively to engage with the world and inviting the world to engage with us – promoting the notion of *engagement* in all our endeavours as an embodiment of going beyond. We also recognise that education, knowledge and scholarship know no boundaries, and that their pursuit is a global endeavour. The University of Hull will take a global view and strive towards having an international reach by actively participating in the international arena, engaging scholars, students and partners worldwide and benchmarking its activities internationally. Hence the emphasis on *internationalisation* in the strategic plan.

The University of Hull will be locally relevant as an anchor institution for the regional communities that it serves – Hull and the East Riding of Yorkshire, Scarborough and North Yorkshire, North Lincolnshire and North East Lincolnshire, the Humber Region and Yorkshire as a whole. Our coastal locations – unique in Yorkshire – and the maritime heritage and enterprises of the region are sources of significant strategic advantages for the University and its surrounding regions. As an anchor institution, the University will ensure that the communities it serves benefit from its presence and engagement, and that it contributes to their prosperity; similarly, the University benefits greatly from its geographical location and engagement with its regional communities. The University can best achieve its goals by ensuring that it pursues its academic

endeavours in the international, national and regional arenas, is recognised for excellence and focuses on quality and continual growth in stature and reputation.

1.2 Growing in stature and reputation ... a focus on quality

The stature and reputation of a university are developed over the longer term and are ultimately assessed in a global context. The strategic plan therefore emphasises growth in stature and reputation.

Stature and reputation are derived essentially from the quality of all aspects of a university's endeavours: its research and enterprise; its learning and teaching, the student experience, and its broader social impact. Stature and reputation are demonstrated by the standing of the University's staff and students, by the achievements of its alumni, and by the partnerships that the University forms. Quality is the ultimate differentiator in all these respects. We shall be unwavering in striving to achieve recognition for excellence and quality in all our endeavours.

Service quality – in our academic units, our service departments and our management and administration – will be a specific area of emphasis. This service quality initiative will be externally as well as internally facing, will be a cornerstone of our approach to the enhancement of the student experience, and will link strongly to our commitment to developing a value-driven organisational culture.

1.3 Competing on quality through innovation

Stature and reputation, based on quality and earned through achievement and performance, strongly enhance an institution's ability to compete, hence the focus on these principles in the University's strategic plan.

In rapidly changing environments, the ability to innovate invariably provides a competitive advantage. The University of Hull will therefore strive to compete on quality through innovation, whether it be with regard to the quality of our student experience, learning and teaching, research and enterprise, engagement, the empowerment of people, service, the way we manage the University, or our infrastructure.

Continuous improvement must be the order of the day and embedded in our organisational culture – the way we do things. Every incremental improvement we make contributes to a better university, and we must never cease in our efforts to bring about continuous change for the better. 'Do nothing' and complacency are not options when the opportunity for improvement exists. Radical innovations and step changes are often called for, with the ability to produce quantum leaps in performance. However, they demand leadership and courage and require investment of time, effort and resources. In order for the University of Hull to pursue its vision and mission, radical innovations will also be pursued with confidence where necessary. We recognise that innovations are not risk free. Whilst we must be risk aware and manage and mitigate our risks, we must not allow risk averseness to hinder our progress and ambitions or constrain our academic advancement.

“Do nothing” and complacency are not options when the opportunity for improvement exists’

A strategy of competing on quality through innovation will be the hallmark of all our activities, particularly the following:

- **Strategic intent**

The strategic principles of *engagement, going beyond* and *being an anchor institution for the communities we serve* (interpreted within a framework of *striving for growth in stature and reputation*, and *internationalisation*) create a symbiosis that will contribute towards differentiation and bring competitive advantages for the University and its regional communities.

- **Regional assets and opportunities**

We recognise that the region in which we are located, with its distinctive social, cultural and economic assets, is a source of huge strength for the University. It enriches the University as much as we contribute to the communities, and offers many unique opportunities for the University to engage with global challenges, such as health and well-being, or energy and the environment, and to form partnerships with prominent national and international organisations. As an anchor institution, we can best serve our regional communities by bringing innovative, high quality research and education to bear on local needs.

- **Academic offering and educational innovation**

The University will be responsive to student, employer and market demands with regard to its academic offerings, whilst maintaining a balance with its academic strengths in both established disciplines and emerging fields. This approach will apply not only to the academic areas in which the University offers programmes of study, but also to the types of programmes and awards it offers, as well as to the modes by which learning and teaching are provided. There will be a strong focus on the interconnectedness of research and enterprise with learning and teaching. A university must be driven by a quest for knowledge. The principle of ‘knowledge knows no boundaries’ applies as much internally as it does to the pursuit of knowledge in the global arena. By defining and advancing interdisciplinary themes that cut across its faculties, with appropriate organisational vehicles and structures to take them forward, the University can gain significant academic advantages. The interdisciplinary themes will not replace or compete with the established faculty-based disciplines, but rather augment them.

- **Student experience**

The University will continue to enhance its high reputation for student experience. The student experience encompasses the recruitment and application phase, the all important period as a student, and the experience as alumni. The student experience will be addressed in a broad scope that will include academic, extracurricular, pastoral and

personal dimensions, within the context of a lifelong engagement with the University.

We recognise that undergraduate and postgraduate students engage differently with the University. Whilst continuing to enhance our undergraduate experience, we will also focus on developing a distinct postgraduate experience as part of a wider initiative to become a more ‘postgraduate friendly university’. International students are an important part of our student cohort, and we shall continue to enhance the attractiveness of the University to international students. There will be a focus on developing the ‘Profile of the University of Hull Graduate’, marked by identifiable characteristics. Students graduating from the University of Hull will have the knowledge, skills and confidence that will enhance their employability in the world of work and competitiveness in the world at large.

- **Multi-campus strategy**

The University of Hull will continue to develop its two campuses, located in Hull and Scarborough, each complementing the University through their diverse characteristics. The Hull campus is an established yet vibrant centre of excellence, whilst the Scarborough campus is developing a niche as an innovation hub – a venture lab for innovation in academic provision and student experience and an anchor institution in its own right. An enhanced alignment of academic provision across the two campuses will be realised.

In addition to considering geographical dimensions in a multi-campus strategy, the University will also explore temporal segmentations (day/evening provision as well as redeveloped part-time offerings); the notion of an on-line virtual campus; the opportunities offered by employing flexible modes of delivery (particularly distance education and strategic partnerships), and the benefits that can be obtained by the reciprocal use of the campuses (physical and otherwise) of the University and its partners.

- **Business model**

In a competitive environment, sustainability and prosperity are increasingly dependent on innovative business models.

The business model reflects the University’s revenue streams, the associated markets (mapping them onto activities and academic programmes), its cost base, and the utilisation and internal allocation of resources, together with the associated governance and delegation arrangements (authority, responsibility, accountability and monitoring). It also relates to our various academic, management and administrative processes, procedures, policies and systems. The University will review these, and ensure that they are refreshed and simplified, consistent, robust, fit for purpose and agile so as to support effective, efficient and consistent operations and management, and to position the University optimally in a more competitive higher education landscape. A comprehensive systems renewal programme will be initiated.

‘Innovations require appropriate accompanying organisational alignment to take effect in order to bring about progress and change’

Management and administrative structures also need to be subjected to continuous improvement, implementing radical changes when necessary, including the streamlining of committee structures.

The faculty model will be strengthened, emphasising academic leadership with regard to academic disciplines, interdisciplinary themes and cross-faculty cooperation. The leadership roles of deans, deputy deans and heads of departments will be embedded, in addition to their management responsibilities.

- **Organisational alignment**

Innovations require appropriate accompanying organisational alignment to take effect in order to bring about progress and change. The University will thus bring about organisational alignment to give effect to the thrusts set out in this plan. This applies to organisational structures (such as faculties, departments, institutes, centres and related units), management structures, the use of ICT, changes to physical structures, as well as organisational policies and processes.

1.4 Securing sustainability

Recognition for excellence and a focus on quality must be maintained on a sustainable academic basis, underpinned by plans to sustain the University as a going concern. Hence it is important that a focused initiative on *sustainability* is addressed in the University’s strategic plan, accounting specifically for the increasingly competitive higher education landscape that will unfold in the UK during the next four years.

Whilst it is important for the University to ensure sustainability as an institution, the University is also committed to promoting sustainability and sustainable development in the natural environment and will promote this in the broader social outcomes that we influence. We consider this to be an important aim in its own right.

Implementation plans will focus on sustainability with regard to:

- **Academic endeavours**

Not only must the University advance its academic endeavours in its discipline-based fields, but it must also open and explore new and emerging fields of research and knowledge, interdisciplinary themes and the interfaces between disciplines. In order to do so, it must be prepared to make the necessary investments, but at the same time also have the conviction to phase out activities when appropriate.

- **People**

The University is a ‘people place’, and hence must ensure that it is sustainable in people terms, relating primarily to students and staff as well as to alumni, partners and friends. The key to being an empowered university is empowered people and a value-driven organisational

culture – creating an intellectually stimulating, culturally vibrant and diverse, pleasant, healthy, safe and supportive environment in which staff and students can flourish.

The University must shape its staffing profile, ensuring that it attracts, recruits and retains the staff that it requires to pursue its vision and mission and attain its objectives. Human resource policies, processes, procedures and systems will be streamlined to facilitate these aims in innovative, efficient and effective ways. A staffing strategy and harmonised workload models will be developed to ensure that the University's staffing profile is aligned with the ambitions contained in the vision and mission.

The student experience is at the heart of what we do. The new higher education landscape will bring new challenges to all universities with regard to the recruitment of students. This will be a high priority for the University as it strives to attract outstanding students, whilst maintaining its commitment to fair access.

- **Governance and management**

Sound governance and management form the bedrock for sustaining the University as a going concern. The University will review both its management structures and the structures, mandates and operation of its governance bodies (Council, Senate and Court) to ensure best practice in terms of consistency, effectiveness, efficiency, transparency and levels of delegation. There will be an emphasis on enhancing the quality of decision making and streamlining the structures to bring about a greater fleetness of foot.

Risk management encompasses both the probability and impact of adverse events that may have a detrimental effect on the University, including its stature and reputation, financial position and sustainability, staff and students; as well as the probability and impact of missed opportunities to bring about enhancements and improvement. The University will further refine its risk management processes and embed them into the business model and general management processes, emphasising risk awareness and mitigation rather than risk averseness.

Sustainability is also dependent on our ability to capitalise on successes and learn from our own and others' mistakes. The University must be a learning organisation.

Mechanisms will be developed to track the growth in stature and reputation nationally and internationally, the University's broader impact, and its progress with the implementation of the strategic plan. These will be based on comprehensive key performance indicators (KPIs) as well as internal and external benchmarking.

‘We will undertake and support initiatives to preserve and sustain the natural environment, and will actively develop and implement plans in this regard’

- **Financial sustainability**

We can only pursue our vision and mission if we have sufficient financial resources to do so – we have much to accomplish, but we can only do what we can afford.

The University will therefore strive to increase its income significantly, particularly with regard to research and enterprise-related revenue. New revenue streams will include greater industrial collaboration and innovative approaches to enterprise, a more focused approach to funding from research councils, national and international academic partnerships, expanded provision of continuing professional development (CPD) and executive education, commercial enterprises and other fundraising approaches.

The unfolding higher education landscape also necessitates a more focused control of costs. The University will therefore continue to examine its cost structures (including those of its academic programmes), and ensure that appropriate efficiencies are achieved where possible and effectiveness and value for money are pursued. Asset management and procurement processes as well as financial information contributing to the broader management information system and enhanced decision support will continue to be refined; and planning, budgeting and financial processes and procedures will be reviewed.

- **Infrastructure**

The University’s ability to deliver on its vision and mission is dependent on its ability to develop and maintain an infrastructure that is fit for purpose and brings a competitive advantage to the University. The infrastructure includes facilities and estates, information and communication technology and associated services, as well as a knowledge and information infrastructure.

Facilities and estates

The University will develop a new facilities and estates strategy, encompassing its Hull and Scarborough campuses, ensuring that it is aligned with academic strategies, emphasising the optimising of space utilisation and consolidation of the estate where appropriate. This will include the construction of new facilities, major redevelopment of the libraries, other refurbishments and long term maintenance. The University will continue with a fast tracking of enhanced disability access.

Information and Communication Technology

The ICT Department will be embedded as the organisational vehicle to take forward the University's ICT strategies, and we will ensure that our ICT infrastructure is modernised, robust and fit for the purpose of providing a quality service to students and staff. A technology plan will be developed, focusing on how ICT can enable the implementation of this plan, and realise strategic advantages to the University in terms of student experience and expectation, staff expectations, academic computing and the support of research and enterprise, management and administrative support. ICT-related governance, management, processes, and procedures will be reviewed with an emphasis on service quality. A major upgrade and replacement of the corporate systems (including financial, human resources and student systems) will be initiated.

- **Natural environment**

In addition to ensuring sustainability with regard to the University and its work, we are equally committed to promoting sustainability and sustainable development in the natural environment. As an anchor institution, the University will play a leading role in this regard locally and regionally, in a national and international context.

We will undertake and support initiatives to preserve and sustain the natural environment, and will actively develop and implement plans in this regard. These will include plans to reduce the carbon footprint, optimise energy and water usage, and promote green strategies and sustainable development. Our commitment to a sustainable environment will be manifested in our academic endeavours as well as our approach to managing and developing our campuses and activities. We have made Environment and Energy one of our major cross-cutting interdisciplinary themes, and it will therefore be a strong driver of both our research, enterprise and our teaching. We will continue to promote the inclusion of environmental and sustainability issues in our taught curricula to provide all our students with an understanding of these important challenges.

1.5 Key objectives (2011–2015)

The University's strategic intent is set out in its vision and mission as manifested in its aspirations and ambitions for the future.

Recognised for excellence

- Creating a better future ... going beyond.
- Growing in stature and reputation.
- Competing on quality through innovation.
- Ensuring sustainability.

We will measure our success by evidence to support:

- Growing national and international recognition for the University and its people, reflected in demonstrable improvements in performance benchmarked against peer institutions and key performance indicators; and standing in league tables.
- Demonstrable positive economic and social impact, particularly with regard to our surrounding communities.
- Making a measureable positive impact on the natural environment.
- Enhanced academic offering and student experience, business and management models, internal processes and organisational alignment.
- Financial sustainability, developing a sustainable staffing profile, enhancing the infrastructure.

In the following sections of this plan, we focus on key aspects of our goals of advancing education, the quest for knowledge and scholarship; empowering people; and being an engaged university.

Advancing education, the quest for knowledge and scholarship in our research, enterprise, learning and teaching

- 'Knowledge knows no boundaries' – emphasising the interconnectedness of research and enterprise with learning and teaching, and the promotion of interdisciplinary themes.

Empowering people

- Placing well-informed students at the heart of what we do, and striving to deliver an outstanding, individualised and inclusive student experience, whether as enrolled students, alumni or prospective students.
- Empowering staff.
- Encouraging and promoting a value-driven organisational culture, building an empowered University.

Being an engaged university

We will actively engage and encourage the world to engage with us – locally, regionally, nationally and internationally.

- Being an anchor institution for our communities, ensuring that they benefit by the University's presence and activities, just as the University benefits by engaging with its communities.
- Promoting and encouraging internationalisation.
- Connecting internally and externally with our students, staff, alumni, partners and other stakeholders.

2

Advancing education, the quest for knowledge and scholarship

2.1 Academic provision

Our academic provision concerns all our academic endeavours, specifically our research, enterprise, learning and teaching. The University's academic endeavours will always be characterised by quality and the maintenance of high, internationally recognised academic standards. In all these areas the University of Hull will empower its students and staff to become leaders in solving complex regional and global problems, meeting the diverse expectations and needs of students, employers and society generally and impacting on broader outcomes.

The University's academic offering will address a well-defined range of disciplines, responding on the one hand to market demands, and on the other reflecting the academic and scholarly strengths of the faculties. We shall continuously assess the nature and scope of our academic offerings and continuously pursue improvement in our offering and delivery. We shall develop our discipline-based strengths and explore promising emerging fields, whilst also promoting interdisciplinary academic themes that cut across faculties and the interfaces between disciplines.

We recognise that no university can be everything to everybody and provide academic offerings that are so comprehensive that they cover all possible fields of interest. Hence we shall assess which academic areas should be progressed and which emerging areas should be encouraged. At the same time we shall also consider which areas would benefit from consolidation and whether specific areas should be phased out. Difficult as these decisions may be, not to make them would be shirking an academic responsibility, perpetuating complacency and jeopardising sustainability.

2.1.1 The connectedness of research and enterprise with learning and teaching

The quality and impact of teaching will be advanced by going beyond formal instruction towards creating an environment and a learning culture where our students not only engage with established knowledge but also participate through critical questioning and thinking in the discovery and development of new knowledge and knowledge areas.

We believe that research and teaching are closely interconnected and reinforce each other, from academic and pedagogical viewpoints. Students who have been exposed to and experienced leading edge research and who have themselves engaged in research processes are most likely to become perpetual learners who will thrive on the challenges of the world ahead. That is what should be distinctive about learning at a university. The University of Hull's students will thus be educated in a research-informed environment, ensuring that our leading researchers are involved in teaching. Our students will interact with research, thereby developing the ability continuously to renew their learning experience, before and after graduating, thus instilling the notion that learning is a lifelong undertaking. The University remains committed not only to producing high quality research but also to delivering productive, world class researchers.

‘The University remains committed not only to producing high quality research but also to delivering productive, world class researchers’

2.1.2 Interdisciplinary themes

We believe that the notion of ‘knowledge knows no boundaries’ applies not only to the global nature of knowledge domains and international engagement but also to the discovery and development of emerging fields of academic enquiry and to the boundaries and interfaces of established disciplines. Global issues that demand attention through research are often best addressed in problem-focused rather than discipline-confined contexts.

As knowledge advances, so will the need for universities to assess continually the way in which their academic organisational structures map onto and align with changes in disciplinary boundaries. Faculties and academic departments are usually built to support our current views of knowledge structures, typically manifested as academic disciplines. However, this approach can in itself also introduce knowledge boundaries, which can in turn lead to the evolution of academic silos. We will therefore assess our academic organisational structures to ensure that they support effectively our academic endeavours and ambitions with regard to the advancement of the quest for knowledge in established academic disciplines and in promising emerging fields as well as the interfaces of knowledge areas and cross-cutting interdisciplinary themes.

The promotion of interdisciplinary themes that augment the academic disciplines embodied in the faculties and departments will provide the opportunity to advance the quest for knowledge – *going beyond*. The aim is to embed the value of interdisciplinarity in the organisational culture.

Faculty-based disciplines will remain the core of our academic programmes. We shall also offer innovative programmes of study that reflect our interdisciplinary thematic priorities, thereby enabling our students to develop a complex and rounded understanding of some of the key challenges facing the world today. Similarly, our research and enterprise endeavours will promote these interdisciplinary themes.

Each interdisciplinary theme will be characterised as:

- Cutting across faculties and departments and addressing problem-based issues (as opposed to discipline-confined ones).
- Encompassing areas of interest in which the University has or wishes to develop academic strengths and a significant core of academics.
- Bringing competitive advantages to the University and as an anchor institution also to its surrounding regions, enhancing its stature and reputation.
- Concerned with wider social outcomes, having impact and addressing grand challenges.
- Having the ability to attract external funding.

The interdisciplinary themes will be progressed by cross-cutting structures and vehicles, and will also be accounted for as such in planning and budgeting. They do not necessarily all need to have the

same format, nor do the themes need to be academically mutually exclusive. A particular academic field of area of interest may very well be associated with more than one of the broader interdisciplinary themes.

The University will pursue the following interdisciplinary themes, acknowledging that these may evolve during the planning period:

- Connected communities – economic and social regeneration
- Creative economy
- Energy and environment
- Ethics and social justice
- Global economy and security
- Health and wellbeing
- International maritime

2.1.3 The size and shape of the student population

Growth in stature and reputation, rather than student numbers per se, will be the principal driver of strategy. The size and shape of the student population is closely related to the University's academic provision. In this regard it is foreseen that:

- The UK/EU undergraduate population in terms of honours and related degrees will not grow substantially, and may even contract to some extent.
- Our academic offering of foundation degrees and related awards as well as validated awards will be aligned with broader strategic imperatives (particularly as part of our engagement with employers) and academic considerations, mindful of new national higher education policies.
- The University will strive to increase its postgraduate (PG) student population in terms of postgraduate research (PGR) and postgraduate taught (PGT) students.
 - A fresh approach to the University's postgraduate teaching (PGT) offering will be developed. The PGT offering can be a powerful vehicle for advancing the interdisciplinary cross-cutting themes. Programmes will be able to draw on modules from many faculties, and be swiftly created, changed or withdrawn to adapt to demand.
- The University will strive to increase its intake of international students, broadening the range of countries from which it recruits.

The University will enhance its range of delivery modes, seeking where possible to make provision accessible and relevant to learners who wish to study part-time, including mature students. It will be responsive to the needs of industry and other stakeholders and intends to increase its offering with regard to non-credit bearing programmes of executive education and continuing professional development. The University will also continue to emphasise widening participation and access, retention and progression, whilst striving to attract outstanding students with the potential to benefit from its provision.

‘The University has a long-established reputation as a research-engaged institution and is internationally recognised for the quality of research in many areas’

2.2 Research and enterprise

The University’s founding Charter charges it to ‘... *advance education, scholarship, knowledge and understanding by teaching and research, for the benefit of individuals and society at large*’. The University has a long-established reputation as a research-engaged institution and is internationally recognised for the quality of research in many areas. Throughout its existence, the University of Hull has made major research contributions in diverse academic disciplines. The scholarship of research will continue to be an essential component of the University of Hull’s academic endeavours.

The University recognises that its research quality and the impact this has will play a major role in developing its stature and reputation. It will therefore strive in the longer term to develop and enhance the quality and impact of its research in all its areas of academic endeavour to a world-class standard, recognising that its research activities in some academic areas are currently stronger than in others.

The ambition of our strategic plan for 2011–2015 is to enhance our research reputation in the short term and to do so in ways consistent with our longer term vision of achieving world-class standards in all areas.

2.2.1 Developing profile in research and enterprise (2011–2015)

The University supports a broad base of academic disciplines and expects a strong culture of research to be developed and maintained in all academic areas. The University will seek to increase its research and enterprise-related outputs and impact significantly. Research will be undertaken within an agreed strategic framework to ensure selectivity for submission to future research assessments. Deans and heads of departments will provide strong academic leadership. The appointment of academic leaders and new researchers is vital to delivering our vision and will enable the research community to achieve its full potential.

Strategic investment in research will be delivered within the context of planning on the faculty level, and will also take account of our interdisciplinary themes to promote a coherent approach across departments. Investments in staff, postgraduate students, facilities, equipment and buildings will focus on areas able to deliver internationally excellent research and on building capacity. The research-active academic staff complement will be strengthened, and active global research partnerships, collaboration and staff exchanges encouraged.

Postgraduate research students and postdoctoral researchers contribute greatly to a university’s research output and culture. The University of Hull will strive to significantly increase its population of postgraduate research students and postdoctoral researchers, with the aim of positioning itself as a ‘postgraduate friendly’ university, and becoming a university of preference for postgraduate students and postdoctoral researchers.

The University's research and enterprise endeavours, its engagement and its impact will be actively marketed and communicated, highlighting our success in 'going beyond'.

2.2.2 Going beyond ... a seamless value chain from research to enterprise

Ensuring the delivery of impact through effective translation of academic excellence is central to the University's mission. Applying the principles of *influencing broader outcomes, engagement, internationalisation, being an anchor institution* and particularly *going beyond* to the 'quest for knowledge', especially as it relates to research, suggests that the 'discovery and the creation of knowledge' should lead to the application and transmission of knowledge and translational research.

The advancement and promotion, application, transmission and transfer of knowledge naturally follow from research itself to the promotion and advancement of collaborative and contract research, translational research, innovation, knowledge transfer and commercialisation, the development of intellectual property (including patents, licensing and royalties as well as spin-out companies), venture funds, incubators, the encouragement of entrepreneurship and participation in science parks.

The broader research agenda should therefore integrate our research and enterprise activities in a seamless value chain of academic endeavour. An artificial separation and silo-thinking create barriers and frustrate the attainment of the vision and mission. In the spirit of 'going beyond', enterprise becomes a natural extension of research, with links to learning and teaching, and it is part of a broader engagement agenda. We shall thus consider research and enterprise as a continuum, and align our organisational structures and processes to support this approach.

2.2.3 Investment in research and enterprise

In order to progress its research agenda, the University will continue to make appropriate investment in research and enterprise, which will include investment in infrastructure and partnerships and particularly also in people. Investment in researchers and researcher development will be a high priority, including support for early career researchers.

Increasing research-related funding will be one of the major focus areas of this strategic plan. Earning research income is not an end in itself, but is essential to sustain the University's research endeavours, as well as to the University's standing and reputation; above all it is necessary in order to enhance the capacity to produce more high quality outputs and outcomes. Growing research and enterprise income will be a difficult and complex task, especially given the increasing selectiveness of public funding of research, and innovative funding approaches will need to be developed.

Investment decisions, by their very nature, imply that priorities must be determined and that not all options and requests can be funded at the same level. The notion that the University cannot be everything to everybody has been

‘The University of Hull is committed to teaching excellence and will ensure that it continues to innovate with regard to learning and teaching’

stressed in previous sections; this also applies to research investments during the next four years. Whereas some opportunities can be funded to promote growth and others will only be maintained, it may be necessary in some cases to withdraw funding and investment.

Research and enterprise-related investment decisions will be influenced by:

- Positioning the University to perform well in the 2014 REF.
- Building on areas of strength, in the established disciplines as well as the interdisciplinary themes.
- Identification of areas where investment will yield returns in the longer term, including emerging academic disciplines. At the same time, continued investment in research initiatives that are not viable or sustainable will need to be reassessed.
- Identification of areas that lend themselves to the integration of research and enterprise with learning and teaching.
- Identification of areas that have the potential to go *beyond*, including the engagement of partners. Industry cooperation will remain an important focus area, particularly in the Humber Region.
- Potential to attract research and enterprise-related revenue. The ability of faculties, departments and particularly individual researchers to attract external research-related funding will be key in this regard.

The University’s business model will be revised in this regard to bring about greater effectiveness and efficiency with regard to its application to research and enterprise, specifically to the internal allocation of resources.

Research and enterprise-related organisational structures across the University as well as those pertaining to postgraduate students will be reviewed in order to bring better alignment and integration, ensuring that they are fit for purpose and promote the aims of this plan. This will include central support for research and enterprise, enterprise and support activities and structures in the faculties, spin-out companies and other campus enterprises, as well as research centres and institutes.

2.3 Learning and teaching

Learning and teaching at the University of Hull delivers academic excellence by 21st century means, educating students who are able to compete in the global economy and contribute towards creating a better world. We will offer a curriculum that, as well as providing high quality education in an academic discipline or area of professional practice, gives all students the opportunity to enhance their intercultural literacy and employability, and broaden their study beyond their chosen area of specialism, particularly by engaging with our thematic priorities.

Through pedagogical innovation, student engagement with the research process, high quality developmental feedback, and the use of a resource-rich environment for learning technology and communication, we will ensure that students are taught and learn in a manner that fosters critical inquiry, rational reflection, and personal development. Student engagement is a key driver for change within our management of learning and teaching. Particular attention will be paid to feedback to and from students. We will provide a framework that enables and encourages students to personalise their learning, developing them to become independent, confident, responsible, enterprising and ethical graduates, with a life-long commitment to learning, and able to compete successfully in the world at large. Through these means, our graduates will become outstanding global citizens, able to contribute to their communities, and they will value a life-long relationship with the University. This will contribute towards realising our ambition to give a distinctive profile to the University of Hull graduate.

The University is mindful of the importance of students' contact with academics as an important part of the student experience. It will therefore carefully consider its offering in terms of contact hours, striving to optimise the quality of the student experience in this regard. In doing so, it is recognised that modern pedagogical approaches provide a much wider spectrum of learning modes than traditional lectures and laboratory settings. Contemporary delivery modes also include social learning between students, technology enhanced modes, learning experiences that interact with research and enterprise as well as work placements and internships.

Learning and teaching are ever evolving activities, continuously improving and benefiting from global advances in pedagogical approaches and in technology. The University of Hull is committed to teaching excellence and will ensure that it continues to innovate with regard to learning and teaching, including curriculum development – the recent naming of the *Library and Learning Innovation* service is but one indication of its intent in this regard. We will therefore establish mechanisms for actively improving learning and teaching approaches, and ensuring that best practices are diffused and applied consistently across the University. Continuous improvement and quality enhancement in learning and teaching will encompass learning and teaching activities in the University as well as the tracking of developments elsewhere and integrating them into best practices, supported by appropriate organisational alignment.

All academic staff, including those who contribute on a part-time basis, will benefit from initial training in learning and teaching practices, and will participate in professional development in this area. Promoting the scholarship of learning will be a key element of the University's approach to learning and teaching.

‘The ambition is not only to “do what we do better” but also “to do new things”, and to create innovative concepts that bring a new richness to the learning experience’

Rapid developments in information and communication technology (ICT) continue to change learning and teaching methodologies and models, bringing about not only incremental changes but also radical transformations. These include the widespread use of e-learning and on-line virtual campuses, which are revolutionising the fundamental models on which classical residential universities are premised. The quality of student experience makes it imperative for the University of Hull not only to stay abreast of these developments, but to take a leading role.

When *Library and Learning Innovation* (LLI) was established in September 2010, it was already foreseen that the ‘new’ library would form an even more integral part of the University’s learning and teaching environment. The ambition is not only to ‘do what we do better’ but also ‘to do new things’, and to create innovative concepts that bring a new richness to the learning experience – a ‘new library’ that forms an integral part of the learning experience both from the students’ viewpoint and in terms of the integration of library resources and library spaces into the design and implementation of the curriculum; as well as our research and enterprise activities.

Library spaces are both physical and real. In the recent development of the Keith Donaldson Library on the Scarborough campus and in the proposed redevelopment of the Brynmor Jones Library on the Hull campus, we are seeking to create a new concept of a library space that matches the flexible, technology-enabled ways in which students want to learn and which is also capable of providing an environment where those engaged in research can find their needs met as well. In virtual space we need to ensure that the Library’s extensive digital collections are fully integrated into the wider electronic learning environment we are committed to develop.

2.4 Key objectives (2011–2015)

Academic provision

- We shall continuously refresh our academic provision in terms of offering, emphasising flexible provision and delivery modes.
 - Develop academic governance and management structures that enable and facilitate effective and efficient development and implementation of academic provision and collaboration.
 - Harmonise and align the academic provision across the Hull and Scarborough campuses.
- Promote the interconnectedness of learning and teaching with research and enterprise.
- Develop and promote interdisciplinary academic themes that cut across faculty and departmental boundaries and augment our discipline-based strengths; and establish appropriate vehicles and structures to progress them.

- Work in partnership with other institutions, internationally, nationally and regionally.
 - Collaborate with regional Further Education Colleges to address the higher level skills needs of our region and align our collaborative provision with our strategic priorities.
- Ensure that appropriate quality assurance mechanisms are in place to assure the maintenance of high academic standards and the quality of provision, emphasising continuous improvement.
- Engage with the needs of businesses, employers and students to provide high quality, continuing professional development, executive education and other vocational learning opportunities for their employees.
- Manage the size of the student population to support our aims of growing in stature, reputation and sustainability.

We will measure our success by evidence to support:

- Continuously refreshed academic offerings, developed through agile processes; and a harmonised provision across the Hull and Scarborough campuses.
- Effective interconnectedness and subsequent benefits, between research and enterprise, and learning and teaching.
- The benefits brought about by promoting interdisciplinary themes.
- The benefits of collaborating with partners.
- Achievement benchmarked against internal and external quality metrics.
- Customer satisfaction with continuing professional development and executive education.
- Attaining our desired student population, including targets for undergraduate students and growth in postgraduate and international students.

Research and enterprise

- Enhance our research and enterprise outputs in terms of quantity, quality and impact.
- Increase the research and enterprise revenue significantly.
- Position the University to perform well in the 2014 REF.
- Increase the University's cohort of research active staff (including postdoctoral researchers), emphasising research leadership and establishing a work environment that is conducive to research and enterprise.
- Foster research and enterprise partnerships nationally and internationally, with an emphasis on strategic partnerships with universities, industry and employers.
- Develop the University as an anchor institution, at the heart of innovative economic development in the region.
- Bring about greater organisational alignment and consistency with regard to research and enterprise-related units in the University, fostering a seamless interface between research and enterprise and promoting interdisciplinary themes.
- Grow the population of postgraduate research students as a postgraduate friendly university with a distinctive postgraduate experience.

- Provide a high quality physical research environment and infrastructure that stimulates innovation and supports world class research.

We will measure our success by evidence to support:

- Increased research and enterprise outputs in terms of quality and quantity (particularly 3* and 4* publications) as well as impact.
- Increased research and enterprise revenue on an annual basis.
- Performance in the 2014 REF.
- Increasing our number of research active academic staff, including postdoctoral researchers.
- Increasing our population of postgraduate research students and being recognised as a postgraduate friendly university with a distinctive postgraduate student experience.
- Enhancing our research infrastructure and environment.

Learning and teaching

- Develop a comprehensive learning and teaching strategy that will:
 - Modernise our curriculum to provide students with the opportunity to enhance their intercultural literacy and employability, and to broaden their study beyond their chosen area of specialism, particularly by engaging with our interdisciplinary thematic priorities.
 - Foster the development and adoption of innovative pedagogies.
 - Introduce a systematic framework for the development of personal, professional and employability skills by our students, embedding personal development in our academic activity, and ensuring that students can document their acquisition of skills and can reflect on their academic progress.
 - Review our assessment strategies and feedback to and from students, including a responsive course representation system (working with the HUU).
 - Ensure that our teaching takes place in a research environment by engaging students in the research process and by ensuring that our leading researchers are involved in teaching at all levels.
 - Optimise our provision in terms of contact hours.
- Develop a more comprehensive, integrated learning environment, promoting the innovative use of new educational technologies and e-learning where there are demonstrable pedagogical benefits.
 - Make our framework for evaluating and developing the quality of teaching across the University more consistent, integrated, systematic and agile.
 - Enhance the consistency between departments and faculties in the governance and administration of learning and teaching.
 - Introduce ways of effectively recognising the achievements of our excellent teachers and of ensuring that contributions to the enhancement of our learning and teaching are appropriately rewarded.
 - Require all academic staff to engage in continuing professional development in relation to their teaching and support for student learning.
 - Invest in the redevelopment of our libraries and learning resources.
 - Develop a systematic framework for the identification, selection and provision of learning resources, based on partnership between academic departments, individual academics, Library and Learning Innovation, and other relevant support services.

Advancing education, the quest for knowledge and scholarship

We will measure our success by evidence to support:

- Refreshed curricula and the adoption of innovative learning pedagogies.
- Enhancing our students' employability.
- Enhanced academic student experience.
- Enhanced assessment and feedback to and from students.
- Optimising provision in terms of contact hours.
- Consistent learning and teaching practices across the University.
- Recognition of outstanding teaching.
- All teaching staff engaged with continued professional development with regard to teaching on a regular basis.
- Continued investment in the libraries and learning resources.

3

Empowering people

‘Students are the lifeblood of the University. They will be at the heart of the University, and the student experience will be central to everything we do’

The University of Hull is a people-oriented institution, striving to empower its students, staff and alumni through its direct actions, and people at large through its ambitions to influence broader social outcomes that will bring about improved quality of life, prosperity, economic growth and regeneration, social development and mobility. We believe that universities are about empowering people, and that empowered people are the key to an empowered organisation. We shall therefore strive to empower our people by:

- Providing them with the opportunity to acquire knowledge and skills, and the ability to turn knowledge into innovation.
- Giving them the opportunity to work in an academic community with a value-driven organisational culture.
- Providing the opportunity to grow and develop – academically, professionally and personally.
- Influencing greater social outcomes.

3.1 Students at the heart of the University ... an outstanding student experience

Students are the lifeblood of the University. They will be at the heart of the University, and the student experience will be central to everything we do. We also know that with a diverse student population there can be no single ‘student experience’, and that it means different things to different people at different stages in their lives as they progress from prospective students to alumni. We shall help each of our students to shape an experience that is deep, distinctive and personal.

The student experience does not start or end with a period of study at the University of Hull. Our relationship with students, and their positive experience of the University, begin with their first enquiry, continue through their period of registration as undergraduate and postgraduate students, and continue as alumni after they have graduated through the opportunities provided by the Hull Alumni Association (HAA) to enjoy a lifelong connection with the University.

We understand that students have multiple relationships with the University in different contexts – as prospective students, learners, researchers, as members of the community, as customers, as partners and also as alumni. We understand that there are therefore many perspectives on the student experience. Some students will particularly value the quality of teaching, the free elective modules, the ability to partake in research, or our excellent library and IT facilities; others will place a high premium on our varied residential offering; for some it will be the consistent personal and pastoral support to achieve their best that is important; or the opportunities to develop new skills and gain experience through volunteering or internships; the great majority will value our outstanding Students’ Union and the many social, sporting and cultural activities, representation and independent advice it offers.

Everyone will be able to participate in a stimulating, cohesive, multicultural community that embodies our values of tolerance and respect.

Our students will benefit from the highest standards of service and support, enjoy excellent facilities, and be respected as active participants in their own education. Everyone who works in the University, whether in the faculties, service departments or management, will understand the importance of the student experience and know how they contribute to it – this will be a key component of our drive to foster *service quality*. We shall ensure that all staff demonstrate the same commitment to high quality, student-focused service, and we shall support them and recognise them in this endeavour. Consistency of service will be emphasised.

We believe that the more students are involved, the more they will feel part of what the University does. We want our students to have a strong sense of belonging to a community that is diverse, culturally vibrant, healthy, safe and supportive; a community where it is possible for them to manage their lives and their learning successfully and to achieve their full potential.

3.1.1 Individualised student experience

The student experience includes experience as a registered student (undergraduate and postgraduate) as well as the pre-arrival phase (interaction with the University before registering), and the post-graduation phase (experience as alumni).

We will strive to provide an individualised and inclusive student experience, recognising that whilst there are many aspects of student life that are common to the student experience, there are also many elements that are particular to each student. All of these must be respected in a personalised approach to supporting our students academically and in other ways.

Experience of prospective students and applicants ... recruiting talent

The University has an important role to play with regard to prospective students. Not only does it need to actively attract and register students (whether in ‘recruiting’ or ‘selecting’ senses), but it also has a role in stimulating ambitions and aspirations as part of a broader initiative to enhance access, to widen participation and to increase social mobility by promoting higher education in general.

The University of Hull places a high premium on access to higher education. As an anchor institution in its communities, it recognises the important role that it must play in raising and realising the aspirations of future generations of potential students, and the subsequent public and private benefits that higher education brings, including contributions to social mobility. The University remains committed to promoting access and widening participation. The provision of contextual information to prospective students and their parents will be particularly important during the planning period, ensuring that they understand better the value of higher education, the particular characteristics of the new fees regime and the associated loan scheme, and especially the value

‘We will ensure that prospective students are informed about the advantages of higher education, and specifically about the University of Hull, its course offerings and the advantages that a Hull degree will bring’

that a degree from the University of Hull will bring to them. In addition to school leavers, the University will encourage and recruit mature students, international students and postgraduate students.

The rapidly evolving higher education landscape will bring new challenges with regard to the recruitment of students in all cohorts, particularly during the transitional phase we will experience in the planning period. Hence all aspects of student recruitment will be a high priority. We will ensure that prospective students are informed about the advantages of higher education, and specifically about the University of Hull, its course offerings and the advantages that a Hull degree will bring.

The undergraduate student experience

The student’s experience whilst registered at the University as an undergraduate has several distinct dimensions, including academic, extracurricular, pastoral and personal dimensions, all of which form part of a broader student experience. We will develop a comprehensive Student Charter that will set out our vision, aims and undertaking with regard to the student experience as well as our expectations of our students.

Academic student experience

All our students will enjoy professional and engaged teaching in an atmosphere that is academically rigorous and permeated by the quest for knowledge. Our teaching will take place in a research enriched context, and in the process we shall stimulate and develop critical and independent thinking and an appreciation of the lifelong value of learning. Through this enriching experience, our students will leave the University as perpetual learners, equipped to make an impact in the world whatever they choose to do in life.

We understand that individuals learn best in different ways, and we will develop flexible learning modes to aid them in this. Those students who choose to study on a campus will have access to facilities that are not only conducive to academic pursuits but contribute to an outstanding student experience. These include a modernised library environment and state-of-the-art ICT. They will also need assistance during their study at the University with study methods and related support, including training in ICT and presentation skills.

We intend to develop our framework for personal development planning (PDP), including the personal supervision system, to ensure that, as part of our personalised approach, all students are able to reflect on their individual needs and achievements, and to record them in a form that they can use to evidence to future employers the ways in which the University of Hull has equipped them to make an impact and to become life-long learners.

Employability will play an increasingly important role in the assessment of the quality of a student experience. In preparing students for the world of work, the University will provide career guidance and advice, and opportunities for work placements and internships and entrepreneurship in order to enhance their employability.

Extracurricular student experience

The extracurricular dimension of the student experience includes access to an active social life, recreational activities and entertainment, sport and culture, societies, volunteering opportunities as well as leadership development. In addition to academic facilities, students must also have access to retail and related facilities and services as well as on-campus catering of a quality and scope that enhances their student experience.

Pastoral and personal student experience

The pastoral and personal dimensions of the student experience include access to assistance with problems that include health related issues and a range of personal matters (including bereavement, relationships as well as religion, faith and belief), as well as immigration matters for international students. It is important to realise that for many students their time at university is also a transition period in their lives when they move from being adolescents to adults. Hence the University's undertaking to provide an intellectually stimulating and culturally vibrant, pleasant, healthy, safe and supportive environment in which staff and students can flourish. We will continue to provide effective support and access to facilities to ensure that students with disabilities are attracted to the University and gain full benefit from their time with us. All staff and students will be supported by an initiative to highlight the importance of dignity and respect on campus.

The availability and quality of affordable accommodation is an important aspect of the student experience. The University will review the accommodation offer (physical facilities and service) to its students, with regard to accommodation that it owns and manages as well as with regard to that offered by external parties. Although the University cannot prescribe to external parties in this regard, it is in the University's and its students' interest that private accommodation in the area is available, affordable, safe and of a high quality. The University will thus use its offices (in conjunction with the Hull University Union where appropriate) to promote this aim.

Service quality will be a major focus, with an emphasis on student feedback mechanisms and improved responsiveness. This will include mechanisms to deal with student complaints and suggestions for improvements, emphasising consistency of service.

‘All our students will enjoy professional and engaged teaching in an atmosphere that is academically rigorous and permeated by the quest for knowledge’

International students ... global diversity

The University of Hull has a significant cohort of international students on its campuses, enrolled in undergraduate and postgraduate programmes. The international students hail from all corners of the globe, and bring an international dimension to the diversity of the student body from which all the University’s students benefit. The University will continue to recruit international students, broadening the scope of countries from which it recruits. We will ensure that international students’ expectations are addressed, whether in the recruitment phase, as students or as alumni, striving to enhance the international student experience.

Distance taught students and distance learners

Our aspiration is to be ‘one university and one student body whatever the location’ – with the same standards and academic experience, the same support, but taking into account the specific local context, such as the delivery mode.

The University of Hull includes distance-taught students abroad and learners studying on-line whose experiences are not based on either the Hull or the Scarborough campus. These students will experience their membership of the University in many different ways from our on-campus students. Nonetheless, we seek to ensure that all of these students can enjoy the key elements of ‘the University of Hull student experience’ wherever they are located: their academic programmes are delivered to the same high levels of excellence, with consistent standards and quality. Distance taught students are usually taught the same programmes with the same academic staff as on-campus students, making for a uniform experience. The principles and values that underpin our academic provision are the same, regardless of where or how our students engage with the University. These students also have the same access to information, advice and support, though this may be delivered flexibly, in a manner appropriate to their particular context. As members of our alumni community, they will have access to the same networks and experiences as all other alumni.

Postgraduate experience ... a ‘postgraduate friendly university’

Postgraduate students expect a student experience that differs significantly from the undergraduate student experience. Whilst postgraduate students share many characteristics and needs with other groups of students, they also have expectations that are unique to postgraduates. In order to achieve our ambition to be a ‘postgraduate friendly university’, we shall enhance the distinctive postgraduate experience.

Post-student experience ... engaged alumni

At graduation, erstwhile students become alumni of the University. Graduation does not imply the end of a relationship with the University or the end of the 'student experience'. Rather, it is the beginning of a new phase of the relationship that will last significantly longer than the few years spent as a student. For the rest of their lives, alumni will be 'graduates of the University of Hull', entering a new and rewarding phase of their student experience. It is after graduation that the stature and reputation of the University become particularly important to the student (now graduates and alumni), because these determine to a very large extent the value, reputation and currency of the University's awards in the world of work and beyond. Having once received a qualification from a university, graduates remain alumni of that institution forever, and remain inextricably linked to it. This perspective underlines the importance of the student experience for alumni.

The University will endeavour to create an outstanding student experience for its alumni as a continuation of the broader student experience – *going beyond*. The alumni rely on the University to maintain and enhance its reputation and stature (because this relates directly to the awards they received from the University). At the same time the alumni can and should be very important ambassadors and friends of the University. Alumni can make an important contribution to the University in many areas, including in its careers service, by providing support, advice and mentoring to students.

The Hull Alumni Association (HAA) will be very prominent in the next four years and beyond as the mechanism through which the University maintains and builds its relationships with its alumni across the world. The University values and is proud of its alumni, and will demonstrate this by establishing awards to recognise prominent alumni.

3.1.2 The distinctive 'University of Hull Graduate' ... going beyond the student experience

Building on the ethos of going beyond and the belief that the University should place its emphasis on adding value and attaining greater outcomes, we will deliver to society graduates that have not only had an outstanding academic education, but also had the opportunity to develop the 'whole person'. The world should be able confidently to recognise the 'University of Hull Graduate' as someone who has actively benefited from an education that has been designed to add value, in more than just the academic sense. Our graduates should not only be prepared for the world of work (hence the emphasis on employability), but be able to compete on a global level in the world at large.

‘The HUU has distinguished itself as one of the best students’ unions in the country, and has been nationally recognised in this regard’

Profile of the University of Hull Graduate

Our graduates will have acquired expert knowledge and skills in their chosen academic fields, enriched by a wide array of professional and employability skills, including ICT and knowledge management skills, skills in critical thinking, communication and presentation skills, and the ability to work in groups and to take responsibility for themselves. As citizens of our diverse University community, our graduates will have developed the interpersonal and life skills to function effectively in a world tolerant of diverse views and committed to resolving disagreements by reasoned argument.

The *University of Hull Graduate* will have benefited from leadership development and the fostering of a creative and entrepreneurial spirit capable of generating impact, wealth and value through innovation. Committed to the value of ‘going beyond’, our graduates will all have had opportunities to deepen their understanding of the world and to acquire an understanding of other languages and cultures.

The *University of Hull Graduate* will be confident and independent, a perpetual learner with a global outlook, and will have an appreciation for interdisciplinary approaches to understanding the challenges and issues of the 21st century. Our graduates will be well prepared to compete in the global arena. They will carry into the world the benefits that follow from having studied within a value-driven organisational culture, where civic and social responsibility are emphasised.

3.1.3 The Hull University Union

The Hull University Union (HUU) is the officially recognised union of the University’s students, and as such fulfils a number of important roles. It represents the students, and is hence an important vehicle through which the University communicates with its students and also notes matters of importance to them. The HUU is the body which elects student members who sit on the University’s governance bodies, including the Council as well as the Senate and its committees.

The HUU also plays an extremely important role in the quality of the student experience, including aspects pertaining to the academic, extracurricular and pastoral elements. Student engagement is a key driver for change within our management of learning and teaching. We will continue to work with the HUU to develop a responsive course representation system, and we will support the HUU in its aims to develop and enhance academic monitoring processes that can inform the University’s strategic imperatives.

The HUU has distinguished itself as one of the best students’ unions in the country, and has been nationally recognised in this regard. The

University will endeavour to build on and enhance its relations with the HUU, so that the partnership working between the University and the HUU can bring about greater synergies that will lead to an even better student experience.

3.2 Empowering staff

Empowerment of the University's staff is the key to a high performing, empowered University. Staff must benefit from a quality working environment – a 'place of preference' for employment – ensuring that they enjoy job satisfaction in an intellectually stimulating and culturally vibrant, pleasant, healthy, safe and supportive environment. An important focus of the strategic plan will be the enhancement of the University's reputation as a fair and valued employer among its staff (and potential staff) and the fostering of a culture in which staff feel valued, motivated and engaged to deliver the University's mission and objectives, understand the importance of their contribution to the institution's capacity to meet its objectives, and know that their colleagues and the University as a whole have high expectations of them.

The recruitment and retention of staff and the challenge of shaping the University's staffing profile will be high priorities during the planning period, and will be supported by the refinement of agile, effective and rigorous recruitment strategies that will enable us to draw on the best possible pools of talent.

Empowerment also relates to the University's responsiveness to staff's needs and views, and ensuring that they are heard and acted upon. We value feedback from our staff and will continue to act on staff surveys. The University enjoys good relations with the recognised trade unions on the campus. We value these relations highly and remain committed to building and developing them. We also recognise that many members of staff do not belong to one of the campus trade unions, and we will therefore seek to ensure that the communication and consultation networks are such that non-union employees are also adequately engaged and informed.

The University of Hull is committed to developing staff at all levels in the organisation in order to enable individuals to work flexibly and meet the challenges of the future. All staff will be encouraged to participate fully in the opportunities that are offered as we aim to embed our position as a learning organisation.

The University is aware of the great benefits of a diverse workforce and the benefits of organisations that utilise the talents of all their staff. The University therefore remains committed to an environment where diversity is celebrated and equality of opportunity is seen as central to the life and work of the institution. We will continue to embed, develop and mainstream equality issues, and will also continue the provision of training for all our employees that challenges stereotypes and discriminatory behaviours.

‘The principles and values that underpin our academic provision are the same, regardless of where or how our students engage with the University’

In order to bring about and maintain the empowerment of staff, the University will ensure that its human resources services are innovative, responsive, effective and efficient. It will pursue operational and administrative excellence within the HR function and structures, combining teamwork, leadership and creative approaches to problem-solving in order to deliver continuous improvement in the level and quality of HR support to the organisation and organisational change. Organisational, decision making and consulting structures, including committees and advisory groups, will be reviewed as will HR-related processes and policies.

3.3 A value-driven organisational culture – empowering the institution

Institutional culture embraces a range of issues relating to the ‘way that things are done’, some recorded in writing, many simply ‘understood’: manners, customs and traditions, passed on from generation to generation. The institutional culture of an organisation reflects its inherent values, typically exhibited by the behavioural patterns of its people including the extent to which people experience the organisation as a welcoming and constructive workplace. Institutional culture also plays a determining role in an organisation’s perception of itself and its subsequent ability to perform – organisations with strong cultures outperform organisations with weak cultures. Strategies can only succeed when they are underpinned by strong and appropriate organisational cultures, and hence it is the case that bringing about culture change forms an integral part of the strategic plan.

The nature of our organisational culture and the associated value framework will therefore be an important focus of the University’s strategic plan. In order to get traction on our new strategy it is essential that we develop an organisational culture that empowers not only the people in the University, but also the University itself. We need *leadership* to be exhibited on every level.

The high level culture model we wish to develop is illustrated in the diagram on page 40. This builds on the strengths of our existing organisational culture whilst recognising the acknowledged need to build a culture better adapted to the demands of the future. The model highlights *what* our organisational culture is intended to support (knowledge, impact, reputation), and *how* it will provide that support by being ‘connected, excellent, and open’.

We want people who belong to the University of Hull to be motivated and energised by three of the principal goals set out in this strategic plan – advancing knowledge, making an impact, and growing in reputation. These are things to which everyone in their various ways can relate, whatever their role in the organisation. One of our challenges in the coming years will be to make a reality of that connection, so that everyone knows how they contribute to an organisation with these aspirations.

Our view of how we would like the culture to be, and how it needs to be if we are to be successful, is captured in the words *connected*, *excellent* and *open*, and by the expansions on these contained in the diagram. These are the essential behavioural aspects of our future culture which we want those in leadership positions to emphasise and model, and which we want progressively to embed. When we engage with each other, and when others engage with us, we want our commitment to connectedness, excellence and openness to be visible in everything we do and say. We will also ensure that these key aspects of our future culture are reflected in our policies and procedures, in our communications, in our human resource practices, in the development of our staff, and in systems applicable to all our staff for appraisal, promotion, reward and recognition.

Knowledge | Impact | Reputation

Connected

Conscious of our environment and actively seeking out new opportunities

Excellent

Continuously seeking to improve the standards and performance of all that we do

Open

Creating a trusting and transparent climate that facilitates engagement

Internally

Working collaboratively as part of one University

Empowerment

Encouraging and embracing the ownership of exceptional performance

Innovative

Challenging the way things are done in order to foster continuous improvement

Externally

Building regional, national and international networks to support our mission

Leadership

Setting the benchmark standards of achievement and behaviour

Transparent

Providing information, communications and resources to support excellence

Learning

Continuously developing our individual and collective knowledge, fostering the University as a learning organisation

Aspirational culture and value framework

3.4 Key objectives (2011–2015)

Student experience

- Placing students at the heart of the University and delivering an outstanding personalised student experience – a life-long experience as students, prospective students and alumni.
 - Developing a Student Charter.
 - Establishing a ‘Profile of the University of Hull Graduate’, preparing students not only for the world of work but to compete in the world at large.
 - Developing a student contract to act as one of the foundation stones of a successful, flourishing University community, clearly setting out our values, our aspirations and commitments, our roles and responsibilities, and our behavioural expectations for all members of the community.
 - Developing a distinctive experience for postgraduate students in a postgraduate friendly university.
 - Creating an outstanding alumni experience as a natural extension of the student experience.
- Provide a supportive environment with regard to academic facilities, learning spaces, leading edge ICT, accommodation and services; as well as robust mechanisms for communication and feedback to and from students.
- We will extend and deepen partnership working with the student body, and specifically the HUU, to engage students fully in the creation and enhancement of the student experience.
- Prioritise recruitment of all student cohorts, including undergraduate and postgraduate, UK/EU and international, school leavers and mature students as well as full-time and part-time, in a diverse student population.
- We will invest in developmental programmes to ensure that all our people understand the importance of the student experience and how they contribute to it, that they all have the skills to deliver great service and can demonstrate professional behaviours in all their interactions – with students, but also with visitors, and with each other.

We will measure our success by evidence to support:

- Enhanced student experience, for students, alumni and prospective students.
- Demonstrable benefits of the ‘Profile of the Hull Graduate’.
- Creation of a ‘postgraduate friendly’ university with a distinctive postgraduate experience.
- Enhancing the success of the HUU and its partnership with the University.
- Contribution by all our people to the quality of the student experience, as part of our focus on service quality.

Empowering staff

- Embedding the importance of empowered staff as the key to an empowered university.
 - Providing a quality working environment – a place of preference for employment – and enhancing the University’s reputation as a fair and valued employer.

-
- Establishing a framework for employees' understanding of their roles and contributions as valued employees, and the high expectations placed upon them from their colleagues, the students and the University.
 - Shaping the University's staffing profile.
 - Reviewing organisational structures and policies to ensure that HR services are responsive, innovative, effective and efficient. Priorities will be established for dealing with key issues, including:
 - Processes for the recruitment and retention of staff.
 - Policies for remuneration, benefits and pensions, promotion and recognition of staff.
 - Effective and expeditious delivery of organisational change.
 - Assessment of contributions and performance of individuals.
 - Harmonisation of the workload models in faculties.
 - Enhancement of internal communications with staff, ensuring there is adequate consultation and feedback, and building on the good relations with the trade unions.
 - Staff development.
 - Continued investment in the development of all staff.
 - Leadership across the University at all levels, as well as appropriate management training.
 - Academic development opportunities.
 - Promoting equality, diversity and dignity on campus.

We will measure our success by evidence to support:

- The University is regarded as an attractive place to work.
- We have high expectations of each other and excellence is recognised.
- The workforce profile supports the University's mission, objectives and priorities, with appropriate recruitment and realignment.
- HR services, policies and procedures are effective and efficient and support the University strategy.
- Staff development enables individuals to be effective in their roles and careers.
- Equality, diversity and dignity on campus are promoted.

Organisational culture

- Recognising the importance of a value-driven organisational culture underpinning the empowerment of people as the key to an empowered university, where we have high expectations of and respect for one another.
- Fostering a culture that stresses the University as a welcoming and inclusive community, where everybody works together towards the same goals.
- Developing and promoting an aspirational culture that promotes excellence, openness and connectedness, and emphasising the importance of institutional and individual leadership, responsibility and accountability.

We will measure our success by evidence to support:

- The development of a value-driven organisational culture, empowering the University through empowered people.

4

An engaged university

4.1 Engaging as a university

Engagement is a broad concept and manifests the University's principle of *going beyond* by actively engaging with stakeholders locally, regionally, nationally and internationally. Our success in contributing towards creating a better future will be gauged by the extent to which we make a difference, add value and achieve a positive impact and influence *broader social outcomes*. Engagement is not a free-standing activity in the University nor an end in itself, but rather interacts with the core academic activities of research, enterprise, learning and teaching in a manner that fosters their contribution to broader social outcomes and going beyond – an activity through which we shall express our academic mission to achieve our vision and extend our reach and impact. Engagement is about building relations and forming strategic partnerships to influence broader outcomes. It must be embedded in our organisational culture and characterise 'the way we do things at the University of Hull', as described in the previous chapter.

We are committed to participating in the international arena as well as the national and regional arenas with regard to our academic endeavours, and will strive to be recognised for excellence and a focus on quality. *Internationalisation* will be an important focus of the strategic plan, and it is through engagement that it will be progressed.

Our vision is to be a university that engages *globally, going beyond* mere outputs to address *broader outcomes* for society as well as individuals, whilst also being an *anchor institution* in our local and regional communities, bringing our global outlook to bear on local priorities and being locally relevant. We aspire to impact on scales from the global to the local, addressing questions of global significance as well as those arising in our region. Maximising our impact involves bringing the best minds to bear on the issues that we focus on – which may equally involve bringing people from around the world to address regional problems, or bringing the talents of people in our region to global agendas.

As an anchor institution the University of Hull will ensure that its local and regional communities benefit by its presence and local interaction, just as the University benefits by its geographical location and engagement with its communities. The University will seek to bring public benefit, exercise intellectual leadership, embody excellence and a focus on quality, and contribute to economic growth and regeneration, prosperity and improved quality of life and social development. As part of its community engagement, it will also promote sport and culture in local communities. As an anchor institution, the University of Hull will be a symbol of aspiration and inspiration, hope, pride and confidence to its local communities. It can best achieve this by being a university that participates in the international as well as national and regional arenas on the highest levels of academic excellence and scholarship.

‘We aspire to impact on scales from the global to the local, addressing questions of global significance as well as those arising in our region’

Engagement contributes in various ways to the broader student experience. It is through engagement that students are recruited, that they benefit from *going beyond* whilst a student, and through engagement that they interact with the University as alumni after graduation.

The establishment of a consolidated ‘engagement portfolio’ will be key to providing impetus to the notion of the ‘engaged university’, and ensuring that engagement is embedded in the academic core functions, particularly the curricula, learning and teaching, the research and enterprise activities and especially also in the broader student experience – embodying the spirit of *going beyond* and influencing *broader outcomes*. The engagement portfolio will encompass a number of existing service functions, viz. marketing and communications, alumni and development, internationalisation as well as the recruitment of undergraduate students and liaison with feeder institutions as well as the University’s sponsorship of the Northern Academy and the University Technical College (UTC). The consolidated portfolio will benefit from economies of scale and scope as well as the synergies of its constituent groups, bringing about greater effectiveness and efficiency. The engagement portfolio will, however, be much greater than the sum of its parts. It is through the integrated approach to *engagement* that the engagement portfolio will contribute to the University’s longer term objectives by bringing its core academic activities to bear in the international, national and local arenas, and enhance its stature and reputation.

4.1.1 Recruitment of students

Special attention will be directed towards the recruitment of UK/EU undergraduate students during the planning period, following the implementation of the new fees regime and the other elements of the new national higher education landscape. The recruitment processes will also give effect to the implementation of the access agreement with regard to access and retention, and will continue to recognise the importance of having a diverse student body.

Similarly, significant efforts will also be directed at the recruitment of postgraduate research and postgraduate taught students, as well as international students.

We are committed to providing enhanced information for applicants to enable them to make informed ‘consumer’ choices.

4.1.2 Internationalisation

Hull and Scarborough have for centuries been locations with a seafaring tradition, reaching out to the world as well as being a destination for visitors and immigrants. Today Hull is one the UK's major 'Gateways to Europe', located in the Humber Region with the busiest port complex in the country. Scarborough was recently voted the 'Most enterprising town in Europe'.

The importance of internationalisation has been stressed in various sections of the document, emphasising the following:

- Promoting the stature and reputation, image and brand of the University in the international arena.
- 'Knowledge knows no boundaries' – the University will participate in the international arena and community of scholars in the quest for knowledge.
 - Recruiting international staff, attracting visiting scholars to take sabbaticals at the University of Hull, and attracting international conferences and events to the University.
 - Ensuring that the University, its academics and its students actively engage with the internationalisation agenda, benefit from visits abroad (including sabbaticals for academics), and participate in international activities, scholarly and professional societies, and events abroad.
- International aspects of the student experience.
 - Recruitment of international students and creating opportunities for students of the University of Hull to have international exposure.
 - Fostering ties with our international alumni.
 - Articulating 'the engaged curriculum' and 'the internationalist curriculum' – for students from the UK or beyond, studying in the UK or elsewhere.
- Research and enterprise cooperation with institutions abroad.
- Fostering international partnerships.

The University will also align its organisational structures with its internationalisation ambitions and the faculties' internationalisation initiatives.

4.1.3 Partners

The University's commitment to influencing broader outcomes places a new emphasis on partnership working, particularly from a strategic viewpoint. No organisation can achieve such outcomes alone and hence we must work closely with partners who share the same vision and values.

It is in this light that the University will emphasise the development of strategic partnerships with:

- Other universities, consortia and organisations in the higher education sector in the UK and abroad.
- Federation of Colleges, a network of regional Further Education Colleges that cooperate with the University.
- Associate Institutions Network (AIN), other schools and colleges.

‘Knowledge knows no boundaries’ – the University will participate in the international arena and community of scholars in the quest for knowledge’

- The NHS as an important partner, given the University’s extensive provision in health and wellbeing.
- Industry partners.
 - Enhanced cooperation with industrial partners will become increasingly important in the future, particularly in the Humber Region, and
 - Responding to employers’ needs and developing work placements and internships.
- Civic, local government and other bodies that promote Hull, Scarborough, East Riding, North Yorkshire, North Lincolnshire and North East Lincolnshire, the Humber Region and Yorkshire as a whole.
- Other public and private institutions and organisations.

4.1.4 Connectedness

Marketing and communications

Marketing and communications, external as well as internal, will play a key strategic role in positioning and promoting the University, and in raising its presence, visibility and ‘voice’. We shall develop a fit for purpose organisational structure, harmonising the central function with those in the faculties and service departments. Special attention will be given to the development of the University’s website and its wider online presence.

Alumni

Alumni will be nurtured so that they remain proud of and loyal to the University, as a continuation of their student experience, with a high premium placed on ‘friend raising’. During the planning period we shall enhance our interaction with alumni significantly, inter alia through the Hull Alumni Association (HAA) and an enhanced Office for Alumni Affairs and Development; communications and events in the UK and abroad; and the establishment of special awards that will recognise the achievements of our alumni.

Development

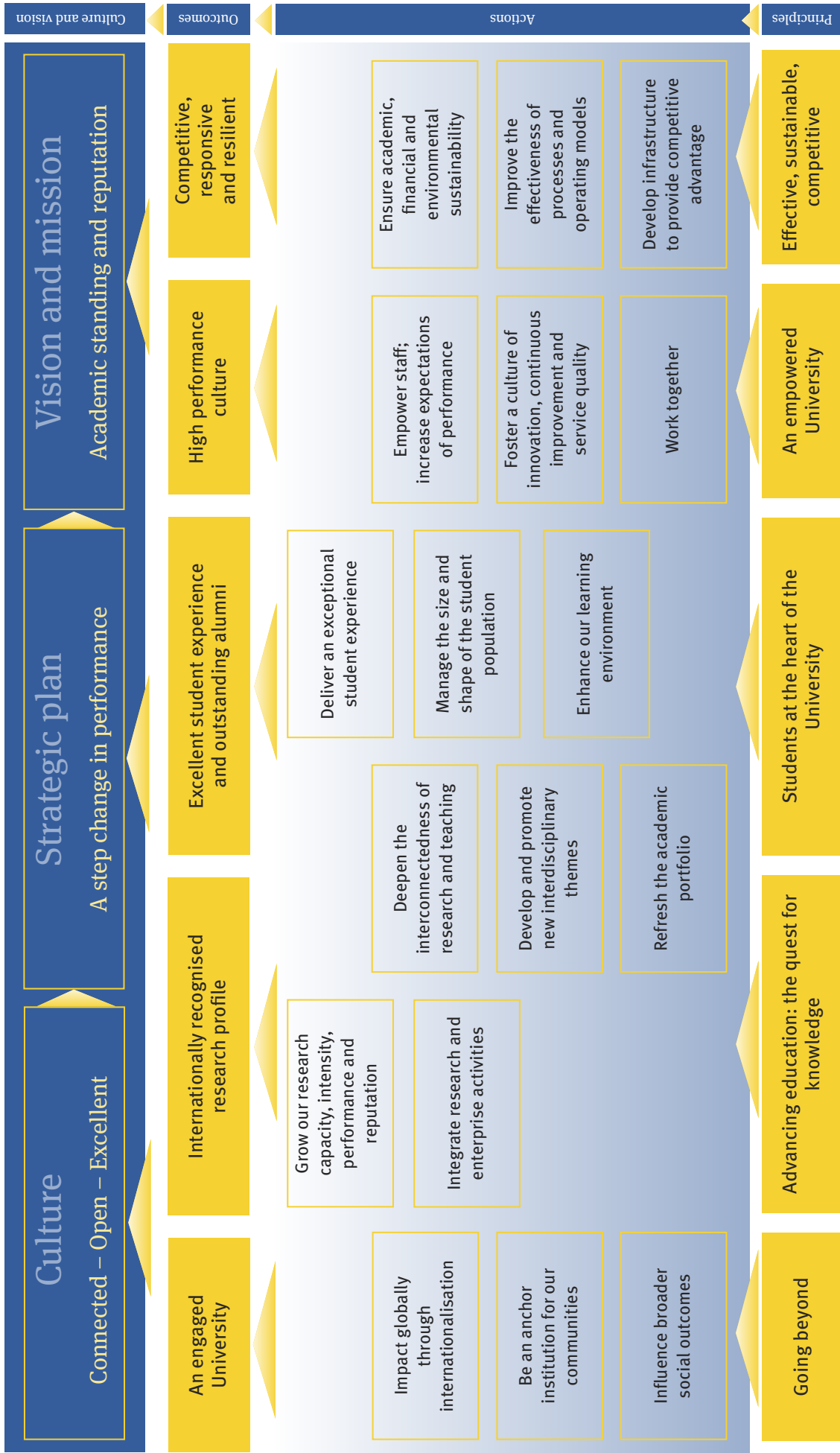
The University will enhance its efforts with regard to fundraising significantly, ensuring that it benefits from the goodwill of donors, alumni and philanthropists.

4.2 Key objectives (2011–2015)

- Embed engagement as a core pillar of our activities, particularly our academic endeavours.
 - Establish a consolidated engagement management portfolio and organisational structures to give impetus to the notion of the ‘engaged university’, and inculcating it in the organisational culture.
 - Contribute to ‘the engaged curriculum’ and ‘the international curriculum’.
- Support the University’s ambition to be recognised for excellence and a focus on quality.
 - Promote the stature and reputation, image and brand of the University in the international arena as well as nationally.
 - Promote *internationalisation*.
 - Create opportunities for students and staff of the University of Hull to have international exposure, including the encouragement of staff sabbaticals abroad; and attracting international scholars, students and events to the University of Hull.
 - Foster international partnerships.
- Promote the University of Hull as an anchor institution for its communities.
- Prioritise the successful recruitment of all cohorts of students during the planning period.
- Consolidate strategic partnerships in the region, nationally and abroad.
- Enhance significantly our interaction with alumni in the UK and abroad.
- Enhance significantly the University’s marketing and communications capabilities and quality of service with regard to both external and internal stakeholders; as well as its development and fundraising activities.

We will measure our success by evidence to support:

- Increased and enhanced engagement locally, nationally and internationally.
- Benefits and impact of the University as an anchor institution.
- Benefits accruing from strategic partnerships.
- Enhanced interaction with alumni in the UK and abroad.
- Significantly increased revenue from fundraising.
- Enhancing the University’s positioning, presence and voice through marketing and communications.
- Successfully recruiting students to targets in all cohorts, including undergraduate and postgraduate, UK/EU and international.



The logo consists of five heraldic symbols arranged horizontally: a flaming torch, a white rose, a ducal coronet, a fleur-de-lys, and a dove.

UNIVERSITY OF Hull

The five heraldic symbols forming the graphic elements of the University's logo are drawn from the original coat of arms designed by Sir Algernon Tudor-Craig in 1928.

- The flaming torch is a symbol of education and learning, and can also be interpreted as representing a pioneering spirit.
- The white rose was adopted as a device by the first Duke of York, son of Edward III, in 1385 and later became more widely associated with Yorkshire.
- The ducal coronet is taken from the coat of arms of the city of Kingston upon Hull, in reference to the Royal Charter granted to the city by King Edward I in 1299.
- The fleur de lys is taken from the coats of arms of Lincoln and Lincolnshire, representing their inclusion in the geographical area that the University was established to serve.
- The dove, symbolising peace, is taken from the coat of arms of Thomas Robinson Ferens, the University's foremost original benefactor.

www.hull.ac.uk/strategy