



**University of
Nottingham**
UK | CHINA | MALAYSIA

University Strategy Consultation

Comments received in the Green Paper
consultation online questionnaire – Part 2

Contents

Which facilities for students should be our priority for future development? - Other (please state)	3
Thinking about the University in 10 years' time, describe one change which would enhance the support and facilities available to University of Nottingham students.....	10
What one change would you suggest to make the most of our three country geography in the UK, China and Malaysia?	28
We have many opportunities to build and enhance our international partnerships. What should we prioritise? - Other (please state).....	44
Which of the following should we focus on to ensure more students have the opportunity to experience a global approach as part of their Nottingham degree programme? - Other (please state)	48
If you answered that we should do more to open up our campuses and facilities, what specific activity would you suggest?	52
Some staff have suggested that the University should aim to be at the forefront of innovation in curriculum design, learning, teaching and assessment. What developments should we prioritise? Other (please state)	66
How should we create stronger connections between the University's research and teaching. NOTE, this question also appears in the research and knowledge exchange section. If you are responding to	73
In a sentence, please suggest one change which you think would have the most impact on the teaching and learning experience of University of Nottingham students.....	84
How should we create stronger connections between the University's research and teaching. NOTE, this question also appears in the teaching and learning section. NOTE if you are responding to both	100
Which aspects of knowledge exchange should we prioritise? - Other (please state).....	106
If you could make one practical change which would increase our income or reduce our costs, what would it be?	109
What barriers do you perceive which prevent us from doing more to generate income to invest in our core purpose?.....	128
We currently recoup just over 70p from external sources for every £1 we spend on research. What should we do to increase that proportion?.....	142
Which of the following would you prioritise as we manage and develop our physical estate for the future - Other (please state)	154
Thinking about the University in 10 years' time, what change in our infrastructure (physical or digital) would you want to see from the present day to inspire and engage students and staff?	164

Which facilities for students should be our priority for future development? - Other (please state)

All catering should be vegetarian

Student support - this is vital and not enough is being done to support students mental health and well being

PROFESSORS

Particular focus on SB is required - equitable sports facility fees and far better catering needed

Maintain focus on services to support mental health, counselling and peer support

Parking on Sutton Bonington campus, particularly with the university recently announcing it will have 2 intakes per year at the veterinary school. Students are currently paying for parking permits and having to park on bits of scrub land, which are muddy and filled with puddles, by agricultural buildings. Gravel over a field or improve transport links to this campus from neighboring Kegworth, or both. The university is giving out too many permits for the number of parking spaces on the campus. This problem makes students late to lectures/meetings as they are spending 30 mins driving around and having to walk long distances which didn't used to be the case.

Cutting edge IT software and systems - intuitive, joined up systems for students and staff that make their lives easier

Our student accommodation is in dire need of upgrading to modern standards

Specialist counselling for eco-anxiety; a facility/hub for eco-advice (as described in my 'radical' idea earlier on)

N/A

The above list is really helpful, although somewhat traditional. Collaborative learning spaces would be useful (I know we are working on this). How about more office type spaces - many students leave University not knowing what it is like to work in an office environment or knowing what it will be like. Should we be allowing students in to our office environments in between to give them that experience? Adopt a student for a week kind of thing?

Improve their health provisions. Reverse cuts at Cripps. Stop referring students to the city NHS facilities. Take care of them within UoN as much and as far as possible. More counselling support at the school level.

Spaces for quiet reflection, away from 'animation', wifi and external pressures. Development/ protection of campus green spaces, for example.

Life skill workshops

More buses

Lecture and seminar rooms. At UNM some are in a very poor state. They look like they haven't had any attention since the campus opened. The rooms literally smell, some whiteboards are close to useless because they are so dirty and the equipment is unreliable. They are also dull, uninspiring places for teaching and learning in the 21st century. Specific examples are rooms EA29 and EA 29. coaching and mentoring students

Catering is extremely expensive and poor quality; this really should be improved.

Green spaces, nature - etc helps with health and stress

Staff (support and academic) are the key resource for students. Libraries is an odd term now, if you mean learning resources (eg digital, study space etc, then they would be ranked higher.

Subject related access to facilities and spaces that support discipline specific learning

improved mental health provision

Research facilities!

Open Spaces for peer to peer mentoring, tutoring, coaching, seminars, workshops, career days..

High quality lecturers in science and engineering for teaching and research

lecture theaters , resource rooms

On-campus Halls of Residence foster longlasting communities and love of the university - nurture them; build more.

High quality and high welfare (for humans and animals) food a reasonable cost

Digital facilities need to be wired if they are not to harm students and staff (<https://www.wirelessriskassessment.org/>). All students deserve to be able to learn and study in safe environments. It is not OK to increase cancer risk or damage fertility or brain health for the sake of wireless internet connections, when they could be wired.

Sport and Societies are such a massive part of the positive student experience. Without these the student life would be hugely compromised

transport

Lab equipment definitely - it is embarrassing showing students old and falling apart equipment when we are supposed to be a centre of excellence!

It's appalling how students are crammed into the libraries. I've never seen this at other universities. Please give students space for them to study, after all they do pay to be here.
libraries which work 24x7x365

Some of our catering facilities do seem to have very long queues

Improvement of the Language Centre - despite the efforts of staff, the facilities are still well under par

Public spaces

Mental Health Services

Student welfare

Counselling

Systems - timetabling is a joke at the moment

Support for students through schools/departments enables them to feel like part of a meaningful community, not just part of a mass of humanity jostling for space in a poorly-planned student service centre.

Student support - ensuring that students with disabilities or other challenges know what support is available, and how to get it. Some students don't even know that what they have is classed as a disability, so they may never seek the support they are entitled to

manage carefully student expectations

Teaching spaces (lecture and seminar rooms) that are in good condition and suitable should be the highest priority.

Library and social spaces etc have seen a £100 million investment recently. Enough is enough.
Clinical skills

Staff welfare and wellness and peleton spaces cross campus..not just in sports centres

Teaching spaces/facilities (Q17 difficult as LHS #1 is best for me as a teacher to give a quality T&L experience; but RHS #5 is what students want as they assume that T&L is excellent)
skills development centre / courses

Part-time mature home students are not supported or a priority at the university compared to other neighbouring universities. There is an attitude that the none Russell universities can "deal" with the struggling home students rather than Nottingham which effectively resonates among the local secondary schools and colleges.

Continue to develop growth on the Student Service Centres = a key, welcoming place for the Students to head towards.

Auditorium

More welfare and counselling/mental health support!! This is constantly highlighted as an under resourced yet incredibly vital part of our service for students.

Teaching laboratories

Welfare and mental health provision

Purpose-build accommodation, eg student village.

Mental Health Facilities

manage the parking slots properly

More efficient divisions needed. For example, a better VISA office, accommodation division and more

improve sport complex facilities

New facilities for students in UNM, make it equal if not almost equal as Nottingham UK Standard.

Several years ago the University seemed concerned that it was not viewed as a supportive postgraduate institute. Part of the problems was that all of the facilities shut down at weekends - that has not changed.

Mental health facilities, other support facilities (e.g., psychology)

Welfare support. There are increasing numbers of students with mental health problems and disabilities. There are not the facilities, currently, for them to be fully supported. Don't promise more than can realistically be delivered.

More/better/appropriate teaching spaces (listen to staff/students who actually work in the spaces as to what is actually needed, not what looks good in publicity!)

Mental health support; hardship funds

There should be a bar area in the Ingenuity Centre. This would encourage connections between UNIP businesses and students for the benefit of both

Disability Support. Counselling.

There must be greater investment in seeding peer-led support groups, such as Al-Anon, Alcoholics Anonymous, etc. It pains me to see that at a time of great student need, the University has chosen to reduce the SU's block grant by 150k. The SU is not a department, and seeing it as a departmental cost is not necessarily a right approach. Instead, equipping them and allowing them to access your training resources, HR, leadership academy, allows us to grow together.

A central place for Postgraduate Researchers and Early Career Researchers.

Facilities for those struggling with mental health issues (safe, supportive spaces)
classroom innovation

We should have a paid/professional Students Union at UNNC

Staff available for help

The green campus is an important priority. We also need to consider at all times equality of access to facilities and addressing diversity of need. This needs to be considered throughout, not as a separate add on.

Lab equipment spending should be increased to cope with increased demands

Large, flat, adaptable rooms for big events e.g. study abroad fair, careers fairs but can also be split up into smaller rooms for School-wide sessions

Mental health, emotional and well being support (why is this not above?)

Electronic communication with students needs to take into account their learning differences, and welfare.

Internet Access (Very High Priority) - Student Support (Very High Priority)

Mental health facilities!!!

E-databases

Well being support - mental health and counselling services, extra-curricular activities to make them stand out in the jobs market

Pastoral services

Less didactic approach with increased independent learning opportunities (including less contact time, better IT, more blended learning, more integration of learning and better employability planning and skills)

everything is very expensive at Nottingham University.
Teaching space fit for purpose (See QMC)

digital learning spaces, multidisciplinary spaces.

Students tend to use their bedroom for study space, therefore accommodation is very important.

Improved teaching facilities

Teaching spaces - flexible and up to date facilities to teach students with facilities able to meet a digital future. Why are both not equally as important in question 18? Aren't they connected, facilities and services supporting learning is an expectation of a good quality education, it is not a choice - the student is paying the bill and the education is the service and facilities provided have to be of the highest quality. Student experience enrichment is a difficult one, what is the base line? Talking to, listening and involving students in discussions and decisions so that we and they understand the baseline is what is needed first, at all levels.

Mental health facilities - High priority

teaching space

Teaching facilities, counselling, parking

The university needs to heavily consider the environment the students is interacting with. As of now, the reviews from the student body regarding the university environment is very poor and this has generated significant backlash and bad word of mouth online. Please do renovate the university during summer break.

More parking

none

Healthcare

Improve the already existing facilities and work on maintaining it

Mental health support & University spirit (exciting events and activities that unite the student body to represent Nottingham)

Workshop equipment

Opportunities for part time jobs on campus. As I know UK campus offer lots of paid part time jobs all around the year and I suggest the same on this campus to give opportunity for students to learn and gain experience working in the industry.

Leisure facilities

Different parking for staff and students. Better security such as controlled access via staff/student id system

Better postgraduate offices with larger desk, new desk seems to be shrinking significantly and not enough parking spaces.

1. Improve on wifi, stop cutting it off we have exams and assignments to do. 2. Clean up the cushion and carpets of lecture halls as it is producing a foul smell at F1 buildings 3. Fix the TREADMILL AT GYM

Hall warden services very-very high priority. Mail room services at high priority

Car park facilities, not enough car park

Particularly focus on the satellite campus experience such as SB or Derby Med School - especially with the full on teaching courses as medicine and vet, to participate on activities or access facilities on UP is often not possible. Same for PG students and it is more difficult to attract PG students to SB campus - ie as part of DTP programmes

online experience that compasses learning, living and socialising

mental health support services and physical presence / location

Provision for support for students - not just infrastructure.

I am an international student and almost 99% of the time the examples used in class are in the Malaysian or South East Asian context so I feel excluded. Also certain societies are dominated by certain races and proceedings can end up being predominantly in that language which would exclude non speakers. The University could also do with more intercultural activities as most international students tend to stick to those from their own country, and even Malaysians tend to stick to their own race and not intermingle.

Classrooms

Any future accommodations to be built need to be green and sustainable and take into consideration issues like possible flooding, weather conditions. In other words, longterm planning rather than budget considerations should be the priority to avoid having to deal with renovations due to flooding. Library budgets have been cut--we need to put money back into purchasing books, journal subscriptions. We have an active performance/theatre culture on campus and they need more support. The others are low priority because they have been attended to. A small museum in university to let students know its history and development to increase the sense of honor and loving its university

Malaysia campus has gained an unenviable reputation of being a boring University and we definitely need to change that image, Going through the Confessions pages on Facebook is a revelation, with their comments on everything from facilities and teaching, which are not necessarily reflected in student satisfaction surveys,

More research labs

Parking space

Classrooms. Particularly in F1 and F3.

Online support

N/A

Toilets. Many are really old and rundown and this is one facility which I believe every single visitor to the campus will go to

Faculty Administration, Career and well being, Graduate School

Cultured and understanding fellow students

Teaching space is really limited in campus, all teaching rooms' usage rate is quite high year by year, especially for middle-sized rooms (60-90 seats)

Toilet

Mental Health and disability services should be prioritised as HIGH; Transport between campuses should be prioritised as HIGH

Outdoor spaces (social)

We also need to focus on our conference facilities and making these as commercially attractive as possible.

I can't believe "Lecture Theatres that are fit for purpose" is not an option. Loads of them are awful, stop putting cafes in libraries and focus on our key task.

World class sports and fitness facilities are essential for supporting student life. we are fortunate to already have great facilities but it is important to develop and progress in this area - increased gym space, larger pool, athletics facilities, cycling facilities.

Improve the accessibility of online materials as well as the living condition of accommodation.

high priority: welfare and wellbeing focused spaces! Ensuring all spaces have Gender-Neutral toilets, ensuring all buildings and fire exits are wheelchair accessible, ensuring welfare spaces/quiet spaces are signposted/on offer, not making breastfeeding mums book to use family rooms and allowing ad/hoc request useage etc.

high priority: welfare and wellbeing focused spaces! Ensuring all spaces have Gender-Neutral toilets, ensuring all buildings and fire exits are wheelchair accessible, ensuring welfare spaces/quiet spaces are signposted/on offer, not making breastfeeding mums book to use family rooms and allowing ad/hoc request useage etc.

Combat the ridiculous situation where students feel compelled to commit to the following year's private housing after only 10 weeks of starting. Get together either the other uni to work with the landlords.

medical facilities

give us some break, please

student research facilities

Indoor Tennis Courts

Counselling spaces

Common spaces where staff and students intermingle

Mental health and counselling provision; academic support (e.g., for those who struggle with essay writing)

Laboratory facilities. Quality large class spaces.

(low priority selections are because they are already well served)

international partnerships for students and researchers. and encouraging students to participate in national research societies or other relevant bodies in their fields or in policy-making.
Good facilities of all kinds to make the University accommodating to part-time students.

I put strong emphasis on social spaces.

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

That the UoN has made dramatic responses to the climate emergency.

N/A

Overhaul of accommodation facilities and offer/associated catering offer. It hasn't changed substantially on UP since I was a student here 25 years ago.
Better and more supportive mental health support

Ensure that facilities are equal across all of the campuses.

School-centred spaces and facilities (sense of community).
More capacity in well-being, counselling services.

Lowering SSR.

better working environment for post graduate and PhD students, i.e. larger desks

A much greater investment in the mental health team, preferably embedding such support in schools alongside the welfare officers
Need to improve existing and VERY tired infrastructure | Presence in Nottingham City Centre
invest in more humanities teachers in small departments

Avoid further centralisation - it is impersonal

Ability to access all learning material anywhere anytime and ask questions of teaching staff and peers

Monorail

brand new student accommodation

Student services improved

Methods of learning and socialising to ensure the students have significant opportunities to interact face to face

A core lecture/series of talks where students are given information on the facilities and support currently available and foster an approach within the student body that gets them looking out for each other. I am a postgrad and did my undergrad at Nottingham, there are facilities and support mechanisms the university has that I simply wasn't aware of as an undergraduate student.

A student records system that works
smaller class sizes
Study spaces within Schools

Fully mature on-line services that make any student process (registration, module choice, changing course ...) as easy and seamless as buying a book on Amazon.

Proper planning in terms of accommodation. Having c.200 students living in hotels for 5 months due to lack of ability to plan is embarrassing. Linked to this - delete the Campus Life Directorate, it is woefully inept and not linked up in any way with Schools.

On the one hand it's good to have most students on campuses in university accommodation, at least initially. However, all our campuses seem to die around 4.30-5pm. There is little social space where staff might mix with each other or students around campus - so there's no buzz about the place - I'd like to be part of a vibrant academic community rather than just viewed as a worker who should go home. As a side comment, that the Trent Cafe shuts at 4.30 doesn't reflect well on the culture of that building as a whole., while at SB when there are no UG students around everything shuts at 5 - suggesting that PG students and staff don't matter.

Clear, concise information on where to seek help as opposed to the current scattered information.
better technology in and higher quality of teaching rooms

Consolidate all aspects of the student systems, and develop our digital teaching experience for all
Common spaces accessible and hospitable to both staff and students to mingle and enjoy our beautiful surroundings - perhaps including outdoor lecture spaces and sheltered but glass-roofed atria within our many "hollow" buildings - there is huge wasted space within Life Sciences building for example that would be ideal

The eco-advice hub.

More variety in on-Campus accommodation, including self-catered and en-suite.

Provide every staff member coaching and mental health training on appointment so that they can engage with staff and students on a much more personal level and in a way that notices and supports any mental health issues immediately. This is not the same as Mental First Aid Training, this is more coaching focused and recognises the need to enable people to have the tools and techniques through which they can shape their behaviour positively to others. We can't and shouldn't assume it comes naturally. This will be expensive but could be one of the biggest returns on staff and student experience that happens. Links to the piece on staff induction potentially. The Leadership and Management Academy should shape and run this

We need to be more serious about enhancing the experience of students from disadvantaged backgrounds.

more frequent hopper buses in all routes

Green space at all campuses

Better medical, mental health, and counselling provision. Many of them arrive damaged as a result of their education. (A Sixth Former asked me at an open day, "Is university a lot like school? Because I can't stand another two years crying" - this is a stark description, but not an unusual case). If you want them to do well and get good degrees and push you up in the league tables, help them. If you care about them as vulnerable human beings, help them. Either way, invest in helping them.

Residential accommodation on and off campus.

Don't "short change" or "value engineer" the projects, find the 'need' and develop the project based on that not how much money you have left in the financial year

More computer clusters that are well maintained

Stop treating students as consumers of education. Treat them as scholars and the appropriate support and facilities will follow.

Better food options

A mynottingham system that actually works across the three campuses

Reconfigure lecture theatres to make them useful for teaching in the new digital environment.

Currently projection screens are put in front of whiteboards which means that you can no longer write anything down. Improve lecture capture; current system is very poor. Introduce smart boards.

Better mental health facilities, and less admin and bureaucracy for students and academic staff

More welfare and counselling provision - students with SEN are overwhelming the system and need more support.

Digital package that provides a smart and seamless service, harnessing the best of the new technologies available

Range of inclusive events, to bring student body together

Better mental health services, more widely available and available for longer per person.

I suspect there may be fewer traditional students with many learning off campus or part-time or for more vocational subjects (which is why I have answered as I have to questions about, for eg, accommodation)

I think postgraduates (PhD students) need a professional webpage for themselves within the School pages. Some schools do this. Others are absolutely appalling at this.

Putting more energy into supporting students to engage effectively in their time at university, possibly enhancing the mechanisms by which students receive one to one support - the personal tutoring system is only partially effective in this regard.

Somehow improving even further the emotional support we can give to our students.

Build mental wellbeing into everything.

Locally available mental health advisors, but also involve the Student Union in organising advice and support groups

The digital environment

Higher bursaries

Support a Labour government so that local support services can be rationalised and improved

The SET and SEM questions are very broad and I think it is difficult to accurately provide feedback on our lectures and courses through them

Higher quality teaching and research

A passport or pathway into the city of Nottingham to enable students to get to know the city and to fall in love with it.

Business library which works 24 x 7 x 365

Build upon the collegiate atmosphere engendered by the on-campus Halls system

Strong and positive encouragement to freshers to join university societies - the ideal way to meet like-minded people and enjoy your time at university.

Build an interdisciplinary team that can provide you a high quality advice: librarians, library users (that know more than 1 library), staff, interior designers. Above all consider the end user and the aim of the support and facilities, this is about essence and not how shiny it looks.

Lead the way in offering safe accommodation and learning environments for students and staff, based on good scientific evidence (<https://www.wirelessriskassessment.org/>). The future has to protect student and staff cognitive abilities and wellbeing if it is to get the best out of them.

More counselling and mental health provision

webchat support? (Personal Tutors, welfare, counselling etc.)

Continue to invest in students overall experience

Don't expand numbers further

Listen to feedback from NSES - students at UNNC can't even get online properly in their halls of residence. Employ empathetic staff who want to interact with students, i.e. not just focus on their research.

An increased connection between students and tutors. Likely caused by an increase in pastoral training for tutors

Continuing to have world-class sports facilities - evolving to ensure we are always offering the best facilities to our students. Greater range of opportunities to take part in health, wellbeing and sports activities that can accommodate higher volumes of participants and participants from all walks of life.

More sports facilities

support given to disabled is unacceptable in terms of basic accessibility, when compared to the support given to those with mental health conditions (which is still unacceptable). The only outstanding aspect for current disabled students is the sports facilities and this is largely due to [text redacted]

Keeping up with technology - I am embarrassed by the lab equipment we have, it is all so so old and behind the times, I dread to think what the students must think of how poor we seem in the labs.

Mental health accessibility increased

We need to invest in infrastructure to connect the campuses (need not be costly) like 'Zoom' so students across campuses connect and learn. There are plenty of internet based 'communication' products that many schools/universities are using for digital class rooms

A nightclub in Portland.

Better mental health support

Digital engagement

Being able to accommodate students in libraries and their halls of residence.

bigger and separate business library

Having IT systems that are fit for purpose and able to accommodate exceptions / carry data from one to the other.

Academic flexibility to allow students to fulfil talent outside the academic environment

Infrastructure; more sporting facilities

Please mend the George Green library. The central open atrium in the centre renders the noise from the café to disseminate across the entire library. It has a feeling of working in an office with 'hot desks'

A better student records system than Campus Solutions

Have mental health facilities available 24/7, not relying on Nightlife or the University security

an outdoor study space

Lead the UK in championing (and funding) student mental health services and support

More investment in Student Services & particularly welfare/mental health

Improvement to the accessibility of all facilities through consultation with those who are the most significantly impacted.

Staff that enjoy teaching and progressing their students rather than seeing them as a “negative” part of the job. Moreover, don’t just hire staff that are only great researchers. Not all researchers are teachers and the same goes vice versa.

Upgraded lifts - for example, in the Physics building

Lecture capture for every module

More libraries and studying space. by the time I was finishing, Cripps Computer Centre has been closed down to give space to lab facilities, but nothing has replaced it.

Sport facilities bring a lot to student experience so I would suggest something along those lines e.g. more gym space, fitness classes, indoor tennis connected to the University....

Reduce red tape.

Make student services actually competent

Social support systems for students

More art spaces and resources

A purpose built large social/arts space encompassing MODERN creative practices to include live music, cinema, performance, exhibitions. etc. Something akin to the Nottingham Contemporary, but with student and local community input!?

Give support to and generally engage with students through local structures like schools/departments.

Embracing technology changes and utilising these to make us better

More digital facilities

Making decisions based on what students want and need, rather than what would make good PR, or satisfies a PVC's whims (e.g. deciding to switch to a Microsoft-first approach because they saw a flashy presentation, rather than because it would work for students)

Innovation

More study space

Integral (no extra cost) sports membership/wellbeing provision etc to encourage a healthy student experience.

Student Services to be streamlined and made to be more efficient

Better food (some is good, but it should all be good)

More counselling and mental health services

State of the art digital facilities.

dedicated wellbeing spaces - potentially combining the gym/counselling/welfare service team, a place where students can go to feel better whilst on Campus. They could have informal meetings here with tutors and it could also be used for social events - separating this and having a dedicated space is good for emotional health as it sets the boundary that this is the space where the student can go and feel safe.

To get the textbooks as ebooks so that students have easier access to learning material.

empower academics to deliver unique training experience

Mental health support

More funding for Counselling Service to hire more mental health counsellors and support staff.

Happy staff that are not treated as an afterthought.

Be serious about the student voice - really listen to what they are saying and wanting. Far too often we are teaching what we want to teach as opposed to what students (and stakeholder partners) are wanting/needing us to teach to enable them better in practice. In addition ensure that academics continue to remain active in their area of practice to ensure they are credible. How on earth can a nurse teach a student on current practice when they haven't set foot in practice for 20 years. All academics should retain an honorar contract to work in practice one day a week

Better technology

Better provision of mental health services.

Academic led teaching and learning with consideration of student feedback, accreditation requirement and employment market.

refurbish old buildings rather than building new ones.

Specialised teaching spaces

A skills programme - you get your degree and a Uni Skills Cert that's linked to courses like google analytics, excel, prince 2 etc. This is what new grads need in their jobs.

Face to face study skills for all students regardless of background. We have to appreciate that the UK English pre-16 curriculum does not prepare students for critical thinking, grammar or general time management skills.

More mental health services/ support

Digital learning resources for people who might not be able to attend lectures

Become a (functioning!) 'Digital University'

More social study space where students can meet, eat their own food, have access to hi speed wifi and move the furniture around to configure it in a way that works for them. In winter there are almost no space like this apart from the cafes where you have to keep buying food or the libraries which are over capacity for this kind of studying. Pop up spaces would be awesome.

Flexible learning and 2year degrees.

Better use and integration of digital technologies to deliver teaching and support in innovative ways to suit students' 24/7 needs - this would be supported by an underpinning support offered face to face within faculties (by neutral staff who are not marking students' work)

Bringing all the other existing Buildings up to the same level as the newly constructed Teaching Centre on University Park Campus.

Embracing the diversity of our students and listening to their needs with curiosity, not contempt. They are choosing to learn here. We need to provide something they find useful.

A really good digital assistant that is aware of the student's status, challenges, workload etc that just helps them navigate everything from best learning for them to best meeting place for their activities significant investments in Information Technology - platforms that facilitate access to support and facilities that ensure that requirements are met

Get HSBC in the campus.

Adequate administrative support who working towards the same goal as academic staff

Investing in student services

Inter-Faculty Collaborations

Put student-facing support staff back into schools.

Channeling funding towards what matters most to students e.g labs, equipments, study desks

Ensuring that digital developments and innovations do not remove or undervalue the importance of human contact and relationship forming between students and both academic and APM staff.

More reliable IT services

STUDENT SERVICES AS A CENTRAL HUB WHICH GIVE STUDENTS ONE STOP SERVICE

Student village where ever need is centrally located

Offer student support at the local level.

Greater mental health support

A way of enhancing student self-knowledge which would increase their precision of job applications and reduce time job-hunting.

Develop the Highfield's area into a southern sports hub with a floodlit 3G pitch with new and updated facilities to support elite sport

Decreased spending on buildings and similar assets, and increased spending on staff (both in terms of salary and of training and development), particularly student-facing staff

Broadening the activities and support available to new starters, including international students., perhaps through extra-curricular modules or events.

Technology

Abolition of all tuition fees for all students.

Shorter waiting times for counselling services

Software that actually works!

More scrutiny in what you do. Yes, it'd make it tougher, but we shouldn't be aiming to be a university that people come to for an easy life.

Increase the number of support staff working at the University of Nottingham.

Student (and staff) well being should be no. 1 priority, with better and more visible/accessible support services

Emotional support animals.

Introduction of a non-academic personal tutor.

to provide students more

Making it clear how to get help and where to go in different circumstances should it be required

A concert venue

more information to first time students as to how to source help in whatever problem they need help with i.e. study spaces, local area, mental health support.

Take the students suggestions and complaints seriously, because this can affect the overall students experience in the university.

Digital services (library for example)

Understand that the different cultures here in Malaysia require different approaches. It's not Butlins.

Diversity

Creche and Child care provision for mature Part Time students

Proper maintenance of existing facilities

Sports Administration. Nottingham UK has their own brand of jersey etc. While, its other campuses in Malaysia and China don't receive the same standardisation of sporting attire and system.

More support for the staff experience as tired and demoralized are poor teachers.

More staff.

Proper language support for international students AND native-speakers who either have learning differences or come from disadvantaged backgrounds.

ERASMUS, student placements and digital learning

Not focussing entirely on academic ability to decide admission
enhancing the pastoral care that Students receive with mental health issues so prominent .

a quality digital service

More welfare and well-being support available for students. Included as part of each course. eg. On entry, students assigned in groups to a 'Welfare' Tutor in addition to a Personal Tutor?

More digital learning

A well-oiled and well resourced student welfare provision.

Facilities conducive to both study/intellectual exchange AND socialisation. I think Portland Coffee is an excellent step in this direction. More spaces like this on campus, please (includes comfy sofas and chairs, collaborative social/intellectual spaces, etc.). Sharing good food and drink critical here, so better (more diverse, healthier) food options would also be welcome.

More, better equipped/laid out teaching spaces

A dedicated student facing School office.

More substantial support for student mental health needs.

The learning world is a different place to the one I encountered - ask the students they know what works best

More scholarship opportunities for mature students

More connections with local businesses to facilitate internships across the three campuses. This is highly valued by students and their parents.

Central large student building on Jubilee to reflect its growth and to give students based on Jubilee somewhere to go that isn't University Park

More people employed at Student Counselling Service so shorter wait for appointments

Listening to and engaging with the staff who not only run these services, but deliver them on a daily basis - who better would know about the service than those who are within it?

Increase the support given to students with mental health difficulties.

The line between work and play is decreasing. Instead of looking at teaching spaces as predominantly spaces for work, combining elements of play within is a step forward. During my time in Google, there were lego sets, board games, and free food at the workplace. We must start to create those spaces where collaboration can occur, and where different disciplines get to meet - regularly.

All of our halls of residence will have been completely refurbished to the highest standard.

Less spending on physical facilities if there is a virtual option

Especially for the Malaysia campus - spend the money and buy / continue subscriptions to online academic journals, increase access to much used and much requested analytical software

Focus on customer service excellence

Better accommodation

Online systems and support that work well for students; delivering the potential of Project Transform that is currently lacking

Making enhancement for all students more visible at every level

An effective CRM system to manage this across the board. What we have is not fit for purpose.

stop living in the 1970's upgrade machinery etc, we feel embarrassed to show students round and they see machines older than they are

Reduce the amount of time spent moving between lectures and seminars by improving their locations

More focus on how to live after University (money management, nutrition, mental health etc)
disruptive classroom

A larger ratio of international students, much better integrated than at present

A greater proportion of International students involved in bilingual clubs and study groups, actively supported by a strong Students Union and Alumni links/participation. Much greater focus on English skills development (beyond Y1) for social interaction of all students.

Study help line

I wish to see our university being famous for providing space for student inquiry, experiments, and research experience.

Technological advances make this inevitable. As a university we should be pioneering these.

increase the staff to student ratio

standardization of support and facilities across the three campuses

Make it more student friendly. Part of being a student is having the freedoms and the social life.

There is very little on SB campus that makes this appealing. Closing the bar before 11 on a weekend and overpricing items will just drive away students and therefore numbers on campus.

Being social is a major part of being a student and enriching their lives means they get a happier work/life balance. The feedback I get from students is the courses are amazing, but their social life is poor and it makes them annoyed that they have to travel to meet friends or relax.

Providing the right environments for staff to provide the services. We have staff trying to provide essential services for students in environments that do not enable this. This comes up again and again across the institution and it makes no sense. People are trying to offer confidential advice and support in space that completely undermines this.

Improve the academic quality of incoming students - that will create an academically virtuous circle.

Moodle Everywhere policy

Make it personal - like a 'named nurse' so each individual feels valued and has a real person to contact when things are not going well or they just need advice.

more streamlined processes - processes take too long and are too confused (e.g. it may take weeks for a transfer/interruption to be processed. Information isn't really clear for students about what will happen during the process.)

An invisible IT system that does what we want and always works.

the supporting needed to be strengthened

Absence of the current corporate approach

More welfare staff - there really aren't enough for the huge growth in mental health issues that we have seen in recent times. We only have one for the entire School!

Improving mental health services and cultural offer on campus.

improve social facilities on SB campus

More student service centres (and trained staff). Not only front of house but all the supporting services eg admissions, finance, welfare being available in a one-stop shop.

Equality of provision for all students across all campuses in UK. Jubilee is much less well-served and this needs to change.

Improved parking and electric charging points

More 'life on campus' activity - with a better funded counselling service, more social/cultural activities on campus and more creative/different spaces to work and study.

Where possible, seeking and promoting a student-centred perspective.

increase the lecturer to student ratio

Accommodation

The implementation of a clear caring culture

More mental health services including more staff trained as mental health first aiders

More self-catered accommodation (range of options and prices) on campuses or near University Park for both undergraduates and, more importantly, for postgraduates

A larger career and guidance center that take care of reference letters and support further studies application.

I think we have done very well.

Educating students in life skills as well as just academic skills (managing money, mental health, diet, etc)

The University of Nottingham is the most accessible and inclusive University in the UK
more student welfare officers, smaller class sizes. Less is more, student numbers are so high that I am concerned quality of learning is affected. It seems to be more about pushing them through as we need to keep the numbers high rather than having lower numbers and giving them a more in depth understanding of the subjects.

More opportunities to interact with the University digitally rather than face to face. Varying opening hours/lecture times outside 9-5 to suit a more flexible student experience.

Commitment to improving mental health and wellbeing services

Working with student groups to deliver what they want, rather than what staff THINK they want. Better connections between Student Services and different areas of expertise within that so staff can effectively give students the support they really want to give them!

Less investment on buildings, sports infrastructure etc (this is already seen good investment) and more investment in work placements, hands on experiences, etc, to support CVs upon graduation

Students need to see we are organised and efficient - new systems and good comms will help this.

Ecologically sustainable University and be a world leader in this.

Answer the conundrum about capturing and making available lectures versus attendance "live" in lectures.

More remote access to content and information

Exposure of undergraduate students to postgraduate research. So many students leave without having any idea about the research that we do.

Closer relationship with Industry and societal needs creating real world placement opportunities for students and beneficial change for both the former.

More flexible technical working hours - lab access, workshop access with support outside of normal hours.

extension of spaces in halls beyond year 1

pay and treat the technicians properly, you have no idea how low their moral is.

Make the Sports Centre free for students

pets on campus

timetabling flexibilities

less expensive accommodation and facilities

Devolve Student Services back to schools, instigation of this would significantly improve student experience

Efficient management and communication.

I am concerned that too much emphasis has been placed, nationally, on the importance of 'student experience'. As a result the value (both academic and social) of the actual degrees has reduced. Rebrand the University as a place to 'Discover how the World works today, and how to shape the world of tomorrow'. Rather than pushing student experience. In the short term young people will see the value in terms of 'experience', but longer term they (and their parents) will judge their time at the University in terms of the education and new opportunities provided. Add a focus to every degree to establish community outreach and knowledge sharing. Re-brand learning from a route to a career, rather a step into a national education forum. Society has lost faith in 'experts'. Our students will be the experts of future years and they need to be shown that they cannot expect the public to listen to them and make the 'right' decisions just on their say-so. Every student and staff member is part of a national and global challenge to understand the general population, inform and excite them in order to help them form reasoned opinions and make good judgements. By having student learning and sharing knowledge as the sole University focus, ALL support and facilities in these areas would be boosted.

Integrated systems for admin, study and other aspects of student life. The university is playing catch up and needs to look to be ahead of other universities.

Facilities that are more accessible and located on campus rather than at DRSV

Better digital facilities

A central system for booking tutorial meetings with students without having to make email lists and doodle polls. This would integrate with timetables and staff calendars to schedule group or individual meetings within a set block of time.
Make more of the outside green 'gym' space.

simple, easy to use support services - students need a one stop shop, they don't and shouldn't be aware of all the behind the scenes stuff, they should never get the "you need to ask xxxx about that", their queries should get redirected

Get some transport links/retail to Sutton Bonington

That there is a true respectful relationship between staff and students; scrap this anonymous and disruptive SET stuff
Recognising the diversity of PGT students who don't all enter studies straight from UG degrees.

Online library resource.

Embedding comprehensive mental health support (as the NHS seems incapable of doing this, but it is passing to universities)

continued investment in digital infrastructure

Devolve student services back into the Schools

I have worked in the commercial world, which is highly competitive and you have to offer and provide the best service, and be competitively priced to ensure your 'clients' choose you and want to come back. It is a constant challenge and constantly changing environment which is at a fast pace. UoN has to have processes and decision making that can respond rapidly to change, whilst being consultative - it needs to be working towards where it wants to be in 5 or 10 years time today and starting to pave the way - for example, if the strategy is to expand student numbers, and schools challenged to be creative about new programmes, estates, student services, etc have to have processes in place so that they receive reports on what is coming up in the next 2-3 years so that they can budget for and prepare for getting ready for that, or have flexibility built in so that they can be quickly responsive. Our own bureaucracy stops us from progressing currently - we all need to be connected and in the loop with plans.

Quality food outlets - healthy food at cheap prices.

a new medical school building with clinical skills and simulation suite and examination facilities

caring performance management of people and places

Partnerships with local business and facilities

Communication

Combine a best in class physical environment with a best in class digital environment

Improve digital technology

Fully digitalised

Better trained staff

Expand the physical buildings

More parking, refurbish the entire class room, get more study area and meeting area

Increase allocation for space to accommodate more support/facilities

Better lecturers.

Modern and high tech facilities

Money concentrated on upgrading facilities, this would improve student satisfaction and really make the university stand out and be professional.

Need bigger library as the current library is already packed with students

As mentioned previously, 24/7 library and healthcare as well as Visa card payment options

Less expenditure on SA funds to allow improvement and maintenance of overall facilities

Lifting some permission for equipment in lab usage.

Spots to distress, such as nap rooms, pet rooms, gaming rooms, sports facilities and social engagement area (cafes)

We should provide services that enhance Year 1 students' adaptation to university life, including study skills, self management skills. Many of the Year 1 students were loss in the first semester as this is their first experience living away from home and sorely lack self management skills and study skills.

augmented reality resources i.e. augmented reality labs, library, systems

In Nottingham Malaysia, with a growing population, the sports facilities would definitely need to be expanded. The gym space and sports equipment are quite limited.

Bigger international sports facilities

Regular maintenance

Industrial linkages provide the platform for students to initiate, learn and assimilate

Library (more subscription to journal and other book publishers) and better IT resources (e.g. computer facilities, software, etc.)

FIX TREADMILL AT GYM

The similarities of the campuses. All campus should be either on par in terms of education, facilities and experience.

investing resources/events into improving social integration in within PGT courses for current students to improve experience of diversity

Motivate the staff members; they're mostly very lazy

Each School / Faculty having stand alone social space for Undergraduate students, which is well fitted out

Hall Warden Department to improves pastoral care of resident. Main room department having proper mail services.

Improve digital skills of all support staff

More scholarship

Move towards freely accessible Electronic resources (eg: ebooks) and not having to pay for any reading material.

Having a city campus

Classroom furniture should allow collaborative learning; continuous maintenance of basic cleanliness (e.g., deep clean the floor carpets at least annually)

Student centered facilities? Somehow it is now research centered?

At least double the facilities and support services on SB campus
More food facilities and parking spaces

Invest in Libraries to provide both resources and space for students and innovative buildings which will attract students to come to Nottingham.

Disabled students assisted by disabled staff
an online gateway that help students to navigate through all university support in one place

treat them as adults

Students need to graduate with a solid and transferable set of professional, interpersonal and softer skills which will make them employable and ready to participate in a professional workplace.
Locating all student service staff to one building.

Provision which makes them feel they belong rather than just being a small fish in a big pond having to negotiate sometimes complicated systems and processes

Talk to students about their vision for this - their clearly needs to be a focus on supporting mental health which is becoming an increasingly large issue

Adequate space for students instead of encroaching on each other's boundaries

investment in staff to create sustainability

adding more learning opportunities for disabled students such as personalised tutorials from professors

adding more learning opportunities for disabled students such as personalised tutorials from professors

Better mental health disability provisions.

Parking spaces

Digitalization

Interactive learning equipment

Interactive classrooms

Draw in local communities support and global facilities.

enhance IT skills across programs

Having administration staff who are more efficient and capable, having the different elements of the university that students and parents have to deal with be more aware of what each department is doing, and making these departments more accessible to parents and students (having telephone numbers and actual people with names to contact instead of a general number.... parents call and don't get replies, no one seems to know what the other person is doing and there is no follow up-- this is with regard to payment of fees, etc. for parents, who do not have access to Campus Solutions/MyNottingham. In Malaysia, it is parents who pay fees, not students, so they need some accountability.) Having green buildings (more energy efficient); better public transportation/more frequent shuttle buses.

More buildings are built in China campus, new library and new incubator, which is good

maybe a small shuttle bus near BLOCK J or having a place which students can rent bicycle
It has to be holistic and not just one - right now the biggest complaint is the lack of parking spaces.

Scholarship

Improved elearning system

Regular maintenance to the facilities for students and staff.

More computers, as towards the end of the semester, computers are usually fully utilised and not enough for other people

Better lecturers in psychology: accredited programs

Better IT and digital facilities.

A full University of Nottingham facility at the National Watersports Centre for use by watersport clubs and sports scientists in pushing both the sporting experience of the student body but also the potential to become a specialist university at the forefront of this aspect of sport science

N/A

More Student Service staff embed in Schools, i.e. at the level of teaching delivery. This is possible without removing a centralised Student Service department.

10 years are too long, think about 5 years. All students be accessible easily to any support they need.

new canteen

Culture of students as core to what happens at the university. A more individualised experience implemented with common sense rather than getting tied up in process knots..

Give more resources to the counselling department, as it is they are open from 10 to 15 which is during classes and there is a 2 week waiting period to get an appointment so there is clear demand and not enough people working there.

Bring more lecturers that are fluent in English [text redacted]

Creation of services which directly support learning through resources to support student competition at all level of studies. Participation in student competitions help students to network early with organisations of their future jobs.

new library building

great to have more and more public social/learning space in campus, such as LDB, SAIC

more international academic staff

Digital facilities

the university should invest more in student support system in terms of their career development to help our students to success in their future career

Overall facilities

UNNC study experience app, which gives guidelines on policies and procedures, emergency contacts, allows booking of facilities and services, allows complaints, etc.

Closer working with the SU and especially societies which use the University's spaces (especially hobby societies) to enhance the overall student experience and bring a greater sense of unity between Uni and SU for students.

Remote/online learning and mentoring (although this is no doubt happening a lot already)

More continuity on how we support our students in difficulty.

We need to have a digital experience that enhances the physical experience. Our University is known for our campuses, we also need to be known for our digital world and services too.

A better roofing system for better experience and safety while in monsoons

Leadership of the University that focuses on delivering high quality lectures through engagement with the people that actually do it. Proper engagement, not the fake consulting we usually get.

reverse project transform

Make all the services online, make them real and engaging to help me through both my time at University but also allow me access once I have left to continue using the services that I need access too.

Health, Fitness and Wellbeing is a rapidly growing and changing aspect of University life.

Maintaining growth and development in this area is critical to staying at the forefront of the HE sector.

integrated research strategy - to include key holistic outputs against global and national benefits to re: positive environmental social, economic and financial contexts

In order to enrich students' experience and expectation, high standard (of support and customer services, state-of-the-art facilities) should set to reach and retain the quality services.

maintain open access to information, sans censorship

Increase spaces for sports facilities

Well-being is intrinsically linked to everything about student experience and performance.

Maintaining and enhancing 1:1 support is vital.

De-centralise student support, doing this at the School level would provide a better and more personal experience.

Greater variety of sporting facilities

New Medical School

Smaller classes to enhance deeper learning

Having social/study spaces on Jubilee that foster a sense of belonging.

Better wellbeing support, especially with the counselling service being as stretched as it is

Clear course/school specific support

More accommodation on campus

Have people available to support them, academic support, administration support and pastoral support

Further training of personal tutors within a student support context would enhance the support available to students. All students should be offered the same opportunities and experience, however, I feel the support offered can vary massively at the moment based on who their tutor is or which department they are in.

Much greater Mental Health support, run by the University, that is easy to access, quick and fully supportive to all students. We are all aware of ongoing crisis due to the lack of support, or delays in accessing NHS run services, however the University could invest in setting up a fully equipped (and large) team within UoN counselling- not just limited to basic support either (CBT+ Offering). I believe this is a massive problem which we can't just expect to respond to with 'it's a sector wide issue' because we should be at the forefront leading it, showing students we care, doing all we can to support them. It's all well and good saying things like 'it only affects a few students' etc, however to me, University should be a place where those that are struggling most get the most support and seeing 3 student with mental health problems who all struggled with considering dropping out graduating, rather than 30 students who felt University was easy and had no mental health issues affecting this, should be viewed as a triumph. Rather than pretending those few don't exist as they affect figures, focus everything on allowing them to succeed with all we can offer. Mental health

affects all and it isn't going away in the future, it is such a high pressured environment, especially in these political and economical climbs.

Much greater Mental Health support, run by the University, that is easy to access, quick and fully supportive to all students. We are all aware of ongoing crisis due to the lack of support, or delays in accessing NHS run services, however the University could invest in setting up a fully equipped (and large) team within UoN counselling- not just limited to basic support either (CBT+ Offering). I believe this is a massive problem which we can't just expect to respond to with 'it's a sector wide issue' because we should be at the forefront leading it, showing students we care, doing all we can to support them. It's all well and good saying things like 'it only affects a few students' etc, however to me, University should be a place where those that are struggling most get the most support and seeing 3 student with mental health problems who all struggled with considering dropping out graduating, rather than 30 students who felt University was easy and had no mental health issues affecting this, should be viewed as a triumph. Rather than pretending those few don't exist as they affect figures, focus everything on allowing them to succeed with all we can offer. Mental health affects all and it isn't going away in the future, it is such a high pressured environment, especially in these political and economical climbs.

Better digital solutions for learning

I know the Green Paper rules out change relating to faculties, but the constant theme of students I talk to is that they want to feel part of a specific (disciplinary) community, where they know people and are known - that is really hard to achieve except at departmental level and without some support for departments, it may not happen.

Engender a culture where students get real value from tutorials and always attend

expand and modernise library

medical facility

if the students have basic common sense, then all the facilities provided are more than enough

maintain the state of art facilities

Sustainable and technologically enhanced halls of residence

We need to increase our data quality and use that data to help our staff and students to interpret the data (and use analytics) to help our staff and students achieve the best result possible for themselves and the University.

Seeing things from a student view, rather than from individual staff teams or departments sending students from one area of university to another. We as staff should all have a consistent knowledge and approach so that the student sees a joined up response.

Students may be seeking a personalized experience, but the admin. support for required for this would need to be extensive. Timetabling that is too individualized and complicated causes a great burden of extra anxiety and stress to both staff and students.

If the University continues to recruit more students than they have beds for, permanent (not portacabin) accommodation needs to be a priority.

VPN

Technological innovation that enables students to engage with and use published research easily

Employability skills embedded within the curriculum

Facilities of a similar ratio on other campuses. Sports facilities that illustrate that we understand the demand for activity and the power it has in preventing mental health issues. Counselling service

bases that are close to our students when they are in crisis. Student's Union hubs at SB, Derby etc etc. An awareness that we are a multi campus university and that we support all students equally.

Better digital support and greater interaction with staff from all job families.
student research facilities to encourage cross-faculty cooperation

Greater investment in mental health and welfare staff and services
More flexibility on undergraduate degree options - give science students the opportunity to do three years of a language, give Arts students the opportunity to study advanced data science, etc.
Having more tri-campus social events held on campus

Staff could actually listen and respond to the repeated feedback of students rather than feeling that they simply know better. Less cynically, a greater focus and emphasis on health and wellbeing - with this placed squarely at the centre of any new strategy - would I think have incredible benefits for student (and staff) life

Do not know

mental health support was raised
Indoor Tennis Courts

Better general study support and more mental health support
use principles of universal design to ensure that all facilities/services are designed to be INCLUSIVE rather than ACCOMMODATING

On larger courses ensure students are engaged with which staff are available for support and/or where to access this support. Some Schools and Departments this clearly works so try to showcase areas where this is very successful
Major investment in the Counselling service and other mental health support is needed.

Invest in the estate and upgrade accommodation whether it is student living accommodation or for research or teaching.

Greater provision for those with mental health issues.

(Great st exp comes through great t&l first). Faster more reliable WiFi and charging points everywhere in lecture rooms.

Improved digital environment

provide much more en suite self catering accomodation
Remembering that students gain far more from three years of being at University than they do from the course itself, and encouraging this wider growth, rather than too narrowly focussing on future employment.

A big reduction in the number of applications and software systems that they need to navigate in order to interact and engage with the University.

Catering that isn't double carbs and stodge

having clean air in the city. or if not, in the campus and around.
Recruiting a MUCH larger proportion of part-time, adult students, and giving them voice so they could change the system and make the University more friendly to non-traditional students.

Distance Learning

Enabling students to grow as young adults, able to recognise that success and failure in what they attempt are both valuable experiences.

With the growing issue of student mental health, an investment in facilities to support this e.g. sport, physical activity and support services

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

To ensure they are all carbon neutral.

Remember we do have a campus in Malaysia not just China

More recognition of the staff who do similar roles at the different campuses.

Staff erasmus/exchange scheme

Close Malaysia down.

Concentrate on the "core" Nottingham UK campus

More student exchanges.

Reliable teleconferencing facilities in every teaching space

Further empowering UNNC and UNM to make local decisions for local markets

more placement and collaboration opportunities during PhDs

Making sure that colleagues in all three campuses have an awareness of how the other campuses operate and above all giving new colleagues in the international campuses a chance to experience working at Nottingham because many of them are appointed with no understanding of the British HE system in general or Nottingham in particular. Inevitably this causes confusion and misunderstandings

better communication on what is happening at the other campuses (currently feels like three different universities)

easier and better advertised exchange opportunities for a semester abroad for students and funded conference visits at each other's campuses for staff

Secondment opportunities for all job families and all grades with financial support for lower paid.

More courses which include a period of time (can be just a few months) in another campus

Making sure government agenda of those countries don't influence your teaching

More co-operation

More student exchange activities so that it feels like a 'global' university to the students it serves.

An ongoing visiting lecturer/seminar series to share views and experiences between campuses.

Make it live-streamable so people can watch it wherever they are and at a suitable time. Bit like VC's first lecture.

Fewer barriers to inter-campus mobility for staff. Staff should not have to bid for the 'opportunity' of visiting our Asian campuses. Heads of School should have more power in sending teams and take the form filling and bureaucratic burdens away from staff.

We should change this. Investment in China is a major blemish on our ethical record.
Promote inter-campus collaboration through an internal fund to support greater levels of engagement on research

I would like to know more about what happens on these other campuses and what the opportunities to work together are.

Increase student opportunities to share study in each campus, for example summer camps or single semester swaps so the need to commit to a full year is taken out.

Much more interaction between campuses via direct funding of exchange of staff to teach and do research on another campus

More initiative sought and encouraged from China and Malaysia. It's like we have a "colonial" mentality with a Nottingham-based centre of power governing overseas. I'd like to see a lot more initiatives coming in the other direction.

Recognise the differing strengths of the three regional areas and build on those strengths in a natural way.

Provide a path to citizenship on the basis of academic excellence and/or entrepreneurial commitment to UK

Greater variety of mobility options for students and staff

Co-ordinate core services more effectively to maximise shared endeavour, personalising where necessary e.g. staff and leadership development could have a global framework and reach with the ability to personalise where needed

There is something intrinsically silly about having University of Nottingham campuses in China and Malaysia. The University of California has campuses in Santa Cruz, Berkeley, Los Angeles, Davis etc. I think we would regard it as rather odd if, for financial reasons, the University of California opened a campus in Nottingham.

More joined up research and teaching

Much more connection with research across the three sites - mostly teaching at present

n/a

Stronger alignment of operational policies and standards to streamline the experience when moving between campuses for study/work.

Increased mobility between campuses

Enhance research support for funding and facilities to allow quality research and research-informed teaching across campuses

More than just senior staff visiting the foreign campuses, we seem to have lots of visits by our counterparts yet no one from the UK goes to them?

More staff mobility, the same online resources available in all three campuses

Change the three country geography, think about expansion into other areas, eg South America
Make staff in UK more aware of the other two campuses. Support and fund those in Malaysia to a higher standard

Encourage real mobility - perhaps students from the UK would really want to spend time in Malaysia, and vice versa.

Not sure

We need to more effectively tie us together. There are two ways of doing this, through research links and teaching links (tri or bi campus modules).

Solid and understandable model of governance with delegated authority and accountability

Internal comms system that incorporates the three campuses (e.g. UoN Asia Research Institute Newsletter is currently the only means that the three campuses receive the same sorts of communication/opportunities)

Greater links and communication, eg between same school on other campuses
Make it easier for students to visit the other campuses without necessarily doing long term study placements there.
Encourage UNC and UNM to declare UDI

Completely change the timetable structure to very short, intensive modules (e.g. 7-10 working days). This would allow for specialist staff to devote time to teaching in one campus (e.g. UK) and then go to another campus at different point in time to teach the module again. Currently this model cannot happen because we teach over a period of weeks, making the delivery of material across our international campuses inefficient as we need more staff (collectively) than would otherwise be the case if we had a different teaching structure.

Real commitment to global programmes to enhance student mobility.

More tri campus programmes

Have more options for studying overseas, complete one year of your degree in each of the three sites ~(may not be possible for all subjects)

Making them more accessible locally

[text redacted]

- Reform the international recruitment and partnership team by allowing the team at all campuses to promote all three campuses at their appointed regions that are culturally and geographically relevant. For instance, o The international team at UNUK will promote UNUK/UNNC/UNMC in recruitment and partnership exploration at CIS, Europe and the Americas. o The international team at UNNC will promote UNUK/UNNC/UNMC in recruitment and partnership exploration at Asia Pacific regions. o The International team at UNMC will promote UNUK/UNNC/UNMC in recruitment and partnership exploration in Middle East, Africa and South Asia regions. Doing so allows resource utilisation, logistic efficiency, knowledge exchange, enhanced market intelligence and customer service due to cultural and geographical convenience, as well as the embedded practice and cultural identity among three teams to represent Nottingham as one global university. This also allows the team to capture opportunities among recruitment and partnerships within the Nottingham umbrella and place them according to campuses' individual priorities or as a joint approach. Enabling the delivery of this strategy is fundamentally dependent on transparent and timely communication and autonomy relating to campus portfolios, recruitment/partnership priorities, scholarship policy and frequent administrative staff mobility across all three teams. This is followed by a robust performance monitoring mechanism across three campuses. Such practice has been implemented among universities with global presence, such as NYU. "

More staff student exchange between campuses

Encourage integration of e.g. British and Chinese students more

Expand China and Malaysia

I personally hate the fact that the University of Nottingham decided to expand into other countries; this was a wrong decision, and despite the fact that your green paper says this will not be changed, I want you to change this and revert to being solely Nottingham-based, before political events FORCE you to do this, in a hurried and emergency fashion. The China project is doomed and will strongly backfire on the university; get out now, before it becomes a necessity.

more opportunities to academic staff exchange, nurturing academic collaborations

More tri-campus modules

make schools here and there more cohesive like pharmacy is

More collaborative events and opportunities. Tri-Campus Games is a highlight for many students. Also look at showcasing the China and Malaysia campuses more so they are more appealing for UK students to study at.

Increase awareness of other two campuses. Have linked courses that do things across countries.

To attract students: truly tricampus programmes: UG programmes with 2+1+1 structure; MA with a semester in other campus or abroad; PhD with a semester in other campuses. Some models exist in UK, but are isolate. Staff should be allowed to follow students for short periods to meet increase demand on teaching staff in host campuses.

Great connectivity and collaboration / celebrating and making these opportunities available to more

Feel unable to answer this as I have absolutely zero contact or concept of the China and Malaysia campuses - is this an issue in itself, that I am totally unexposed to either of them in my role?

[text redacted]

Support Structure for Linkages needed

intercampus staff mobility fund

For us to welcome students from China and Malaysia in the same way they welcome students from the UK.

Have expectations through PDPR and in role profiles on all staff to engage in tri-campus activities (except where it is not reasonable to do so)

Establishing Malaysia as a hub to be able to interact with other ASEAN countries.

More collaborative events such as Tri Campus Games

[text redacted]

See comment at the start

A variety of exchange/networking options for staff on all contract types - e.g. an APM Tri-campus summer school

Connection

Sort out governance. Clear, transparent processes

More exchange opportunities with the campuses abroad

More links for the humanities.

There is very little meaningful interaction at an operational level between the three campuses. From a student recruitment perspective there are many opportunities for collaboration, sharing of costs and use of local resources to support the ambitions of each of the campuses and work more efficiently. We should include an element of cross campus collaboration in the work done by every member of staff where possible to embed a culture of collaboration and further understanding of what each of the campuses can offer.

Great links and exchange opportunities between campus

Help UK-based students understand why we have campuses in China and Malaysia

Honestly, Nottingham needs to increase the rep of its overseas campuses. China has Peking, Tsinghua and other top uni's which makes Nottingham look weaker. Even Malaysia rankings place their institutions above Nottingham and their higher education system isn't as sophisticated. In terms of funding, priority should be given to main UK campuses, as they are closely associated with the name and image of the university and they produce vast majority of graduates.

Make studying abroad clearer in timelines etc

Increase engagement with local community

More opportunity to study for short periods abroad as part of post grad and undergrad courses. i.e people may not want to study their whole course in Malaysia/ China, but would like to study there for a few weeks / months

Continue accepting Exchange students (and the quota) from UNNC and UNM. When telling prospective students and their parents that UNNC have a lot of quota to exchange to UNUK, Chinese students and parents will think more highly of UNNC.

Combined thinking as much as possible, accepting that there are some things that cannot be shared.

Emphasise how studying on an in overseas campus (or attending online modules from overseas) can enhance employability (many Chinese students pay massive fees in order to have a degree from an English-speaking country, as it is considered more prestigious). Perhaps certain certifications that hold sway in these countries would be useful

Support and kudos for cyclical staff secondments, sabbaticals etc. across sites
Greater flexibility of movement between campuses
Staff exchange programs

More flexibility in where a student studies

Introduce South American and Indian geography, perhaps North American

More collaboration - not 3 separate institutions, but one multi-site institution (as with UK campuses)

Opportunities for students to visit the other campuses, not necessarily study for a term but to go for a week and maybe stay in halls for a week and be taken around the campus/experience student life. Could be good over summer/after exams.

Encourage more staff mobility to get to know the colleagues overseas.

enhance the links to create a unique capability

Opportunities for staff at all levels and areas of work to be seconded to China and Malaysia for periods of time of six months to a year

Secondment and working abroad for Professional Services staff.

Suitable facilities for cross campus teaching

Better research facilities in China and Malaysia

More ability for staff to work on secondment at other locations to share best practice.

Make the three campuses truly one university.

Use foreign campuses to expand research not just teaching

More cross campus teaching for students (ie opportunities to go to one of the other campuses during their degree); more opportunities for staff to travel to the other campuses which would lead to more cross campus working

Ensure high entrance / language requirements - Asian markets look at ranking very closely (even when partnering)

More opportunity for staff and students to move between the locations, secondments not just for senior staff, placements etc

Provide genuine opportunities for staff to work across all sites regardless of age or family circumstances

the opportunity to work and study in all international campuses.

An international magazine or online blog where students can read about other students experiences abroad.

Truly integrated teaching programmes

Many more virtual meetings between staff doing comparable jobs on the different campus. I've worked here for a while and never spoken to or even swapped an email with my equivalents in China or Malaysia and they have never Skyped into any of our meetings or us into theirs. More flexibility for staff to do short, one month exchanges between campuses.

Increased collaboration and communication

None

Facilitate more staff visits and shared learning and experiences across teams

Develop a key 'Museum Room' at all of the Campuses to illustrate what each Country represents. (i.e. a UK and China Museum Room in Malaysia; a Malaysia and China Museum Room in the UK; and a Malaysia and UK Museum Room in China; Rooms to contain exhibits representative of each of the Countries. and interactive learning tools (i.e. tap on a screen) to visitors can interact with the Screen and learn more about each respective Country.

Clarification on if we are one university, or three different businesses. The answer changes depending on who you ask and this makes planning and interactive with students very hard.

Digital classrooms and forums to share international angles on different subjects

Live conference broadcasts between the locations

Provide programmes that are unique to that country

More collaboration with Malaysia campus and its wider region, so much focus is on China only.

Engaging interested staff members on university plans and ensuring it works locally for each campus.

In my last job role I had links with a particular department in Malaysia who for the past two years has massively struggled with staffing. If the overseas campuses are to actually work, the institution needs to put more focus on making them function more efficiently and ensuring they generate income. Resource them adequately.

more tricampus initiatives

Live feed displayed on screens around campus

Is this not already a failed model?

These three campus are operating individually and it seems no matter not much interaction concerning staff training

Staff exchange

Make online provision (e.g. Distance Learning courses) available to students in all three campuses rather than encouraging competition between them

Aim for 20% of staff to have visited the other campuses, plus 10% to have worked in another campus for 3 months or more.

Encourage more links - many parts (academic areas of job families) have no link

More collaboration for all. I have zero experience of anything on either of the other campuses and I've been both an under- and post-grad here.

Increase the opportunities for students across all three campuses to study abroad.

Greater encouragement to participate in and greater ease of doing inter-country campus semesters.

more visits/exchange programmes between the 3 campuses

UK

Integrated infrastructure to support communication (including email) and information sharing (including common IT platforms such as Office 365)

More connectivity through the internet, to integrate virtually, avoiding excessive travel
more publicity of the University at conferences

open more spaces for exchange opportunities (esp for biomedical sciences student)

Encourage STAFF mobility. Most of my colleagues at the UK campus don't even know what we do here.

More opportunities for students to study at an alternative campus.

Sports Cohesiveness, Standardisation of System and Attire and Merchandise.

Align Nottingham with more of the top Chinese Universities. Stop trying to push Micky Mouse initiatives with minor institutions.

Ensuring proper provision for English-language support so that non-native speaking students are able to make the most of their learning opportunities.

Allow more exchange of staff

The opportunity for field trips for staff to learn about the other university's by a exchange program sharing ideas among our colleagues

More connectivity across all levels and culture eg level 1-3 should have opportunity to go to UNMC/ UNNC

Create courses that require time spent at 2 campuses

Heavy focus on local recruitment + intercampus mobility options (like the 2 + 2 programmes). Can recruit locally but still foster interchange.

investment in affordable distance learning courses

The grapevine says UNNC has been a money pit/liability for a very long time - stop pouring money into it?

More encouragement for students to study between campuses - perhaps a financial incentive i.e. reduced fees

Encourage ideas (and staff?) from China and Malaysia to flow to the UK campus. The three country geography should enhance the student learning experience.

Professional Services staff exchanges - we can ALL learn from each other
What about a virtual exchange? e.g. What is it like to study and live in.....?

Identify what the purpose of the China campus is. The quality of education does not match that of top Chinese universities and thus students are of lower quality. What is the actual purpose of the campus? Malaysia has been a success as it responds to a real local need in training. I suggest you explore needs of the local area in China so this campus has a real purpose.

Appoint a global Dean across the three business schools

accept the differences between the campuses and work with them instead of trying to change them

More internal transfer opportunities for staff in three campuses

One account, all of Google. One student, all of University. With a single staff card at Google, you could gain access to any office within the world, and obtain the same welcome. But can our people do the same with our tri-campus university? Can they walk into any university, unannounced, and access their resources? Reducing those barriers must be the first step forward.

More of standard exams and teaching curriculum; however, incourging lectureres to deliver in their way

Increase collaboration, cross marketing for each other.

Jointly taught modules as well as jointly taught degrees; why can't a student take a digital class taught in China if they want to add this to their module choice?

Develop easy and cost neutral opportunities for schools not located on all of the three sites to work together with colleagues who have space there and to develop joint initiatives for students and staff. This would enhance ownership and the sense of the university as one.

Removal of the idea that a global university is unique, focus on the strengths of the campuses and the relationships

concentrate on home, i know its a business but we are kidding ourselves if we think we can run 3 campus's if the main one is so bad.

greater opportunity for the movement of staff and students between the three countries

Publicise initiatives between the three countries better

Improved options for UK based students to study in UNMC or UNC

University social trips (like the skiing trip) which visit China or Malaysia and involve the students there.

one management team, very top down approach

more communication within tri-campus

staffs in China have more oppourtunities to work in Malaysia and UK campus

Cross-campus working options

China

Concentrate on local student recruitment

Quality control from the UK, but otherwise fully co-operating but independent universities

Far greater efforts to communicate and raise awareness between all three campuses - this could be supported by more student and staff mobility and events such as hosted conferences, sports, cultural and innovation sharing.

Students are allowed to move among the three campuses.

cross-campus mobility of all groups: faculty, students, and administrative support staff

make it easier for staff and students to know what is happening in the other country's campuses

Integration and more mobility

Encourage more students to take opportunity to study on the other campuses. Give more variety of staff opportunity to visit the overseas campuses. It feels often like overseas campuses are places most visited by senior staff and lecturers and I am one of a number of staff I suspect who have a role in supporting the other campuses with little opportunity or encouragement to visit them.

More in-depth collaboration

Stronger management expectations (governance) - china and malaysia have been allowed to become too non-Nottingham.

China

Having heard the comments in the talk I am not sure how I feel about this concept of one university in 3 locations, especially the terrible human rights record in China. I think we should be transparent at all times and constantly evaluate our position on this.

More contact

Break the paternalistic relationship by allowing each campus to be a separate degree awarding institution.

It would be helpful if the UK campus could remember that there are international campuses and colleagues with similar expertise based there! Even our very well-meaning UK colleagues are hopeless at remembering that they have schools in China and Malaysia and forget to include us in school-level decisions. I even once had UK colleagues try and promote a new UK-based MSc programme in China without consulting us first. We could have helped and given them advice, but they instead contacted another UK school (with different expertise) who had experience of working in China. It was farcical and my UK colleagues did not understand why I thought their approach was so utterly dumb.

Degrees across all three sites at both UG and PG level, multiple discipline and single discipline.

increase student mobility - offer more degree programmes where students can spend 1 year in the UK, 1 year in China and 1 year in Malaysia

More temporary mobility opportunities for both MA/PhD students and staff.

Focus on current strengths locally and extending existing partnerships to enhance these to be excellent

Change the rules on mobility. not penalise Schools whose students wish to study at one of our overseas campuses.

employees from different campuses should be able to share resources and best practices.

Make the connections real and for the majority of staff and students

Negotiate with the RCs to allow China and Malaysia based staff to act as PI in their grants.

Better day to day digital connectivity

Staffs should be rotated through all campuses. Inter-campus mobility should not be restricted to favored staffs or staffs who want to make use of the China and Malaysian campuses for their own promotion.

Look to grown the campuses in China & Malaysia and be bold to set up other campuses in Africa & South America

better integration between the campus's eg reducing the language barrier
more opportunities for students and staff to study/work across the three sites

More opportunities for students and researchers to work / study at all three
Greater opportunity for knowledge sharing between campuses, particularly around student experience. Why do only academics seem to go to these campuses?
more exchange programmes available for staff so consistency between the campuses is ensured

more resource to help all staff move and work between campuses- not just senior staff

More opportunities for staff to visit the other campuses?

Inter campus staff exchanges

Further events emphasising China-UK ties in particular, working with the Confucius Centre on Jubilee Campus. Nearly 1 in 10 of our students in the UK are Chinese, after all.

See above answers.

Greater autonomy for UNM and UNNC

Cut down on air travel between the three, use digital comms more.

encourage political freedom in all campusus

More joint initiatives e.g. a fund for co-supervised PhDs including money for one or both supervisors to travel.

Recognise that the three country geography does not necessarily appeal to all and ensure that single centre opportunities stay available accordingly.

Make available more opportunities for staff to move between campuses.

Improve the teleconference link

More exchange (of staff and/ or students) between campuses. Joint modules, exchanges, placement/ employment opportunities deserve greater prominence
make it four or more and expand into Africa. Focus on Asia is short sighted

get rid of the non UK sites and concentrate on getting rid of the rot here, then if we can do that then look elsewhere but until we can get the very basics right at home stop trying to be all big abroad
fix the communication technology between campuses

More UK to China & Malaysia transfers

More joined up approach to projects- they seem to operate in isolation.

Increase the number of exchanging students and stregnthen the collaboration between academic staff on various research topics.

More research collaboration and exploitation of research opportunities outside the UK

I don't have an opinion on this

Research collaboration

Optional exchange for all students on all courses and the opportunity for staff members of all job families to visit the other campuses to aid collaboration

Expand our portfolio in Life Sciences in China

some coordination of research

More staff exchange/collaboration between campuses.

Emphasis on the increased strength through embracing diversity and an international outlook.

Ensure that all staff are consistently offered an easy opportunity to visit the other campuses

Increase the reasons to travel between the three such as Tri Campus Games or Qualifications making study on more than one campus compulsory to expose students to the cultural and social benefits.

Facilitate and financially support inter-campus staff visits
improve communication

Offer more 2+2 /2+ 1 courses

Offer all of our students on any course the opportunity to study at one of the other campuses, whether it is for a year, on a placement or a summer school.

Greater use of our internationalism to access funding from other regional areas

More opportunities for visits, study, and secondments between campuses

more interaction (virtually) to learn from each other

More marketing and awareness for students at opportunities to study at other campuses, and inclusivity of students from other campuses

Inter-campus mobility (staff and students)

Have a clear strategy regarding the extent to which the campuses should be integrated as opposed to independent, to create much more synergistic value through better integration.

Offer secondments and mobility across job families at more levels and grades across all of the 3 campuses.

More effective consultation. If you are thinking about changes, please consult all campuses first and not just getting approval from the other campuses

Malaysia

Twinning

Have more UK staff visit other campuses.

Improving connections between the campuses other than exchange programmes

Not only student transfers between the different campuses, but short term managerial transfer too, this will ensure better quality control as areas of improvement will be identified better and more honestly.

UK

Keep the nature, be more eco friendly, use more green alternatives.
Improve support and finances to encourage collaborative research and teaching across the three campuses.

Funding to foster teaching and research collaborations among three campuses.

sharing of data and resources

Nothing

Alumni exchange of knowledge

Ensure the teaching and learning support and facilities are the same in all three campuses because they are not the same and every student knows that.

improve resources (personnel) to provide a better services to applicants who have already applied (rather than focusing SLAs on recruiting prospective students), many of which are international applicants

Less bureaucracy with seamless inter-campus process connectivity

Allow secondment of staff between campuses to share best practices etc.

Equal access to the resources

For the main vocational subjects (Medicine, Pharmacy, Engineering, Law, Vet Science) Students should be able to study in any of the three campuses

Closer collaboration and closer integration of support services to reduce costs.

make the same courses available in all 3 campuses

View the each Campus as a locus of activity in its own Region and resource this growth across Research and KE. The local community are vaguely aware of the overseas campus-this should change drastically.

More exchange of lecturers in teaching in different campuses for short term

Work more collaboratively rather than 'giver and taker'

Collaboration. All campuses pretty much operate as separate entities

I disagree with having a campus in a country that has such poor human rights record and legislation as Malaysia and China

extend translational medical research across campuses

Use China and Malaysia to recruit more Asian students for the UK post Brexit.

UK/China/Malaysia shouldn't just be 3 countries, but can be networks of multinationals, regional hubs and wider networks, by tapping into their respective external networks. Also our international presence should be more than one form - campus, which has a focus for teaching and learning, with growing research capacity. We need to be bold, ambitious and creative about our international presence, which can be joint R&D centre with industry; CPD delivery hubs in strategic areas; or partnerships with development agencies or charities.

treat staff equally across all campuses. do not expect staff at branch campuses to work under worse conditions. be a shining light of good employment practise abroad, instead of taking advantage of the low cost labour market overseas - i am talking about landscaping, cleaning, catering, security etc staff supplied by agencies dealing with migrant workers. at unmc we are exploiting them by

looking the other way when the agencies make them work 12h shifts for less than even Malaysian minimum wage, and puts them up in cramped accommodation that does not even have reliable running water

More degrees to offer the opportunity to undertake a semester studying at another campus. Perhaps a summer school? This might already happen of course.

Better communication facilities to avoid the need for too much international travel
Stabilise the 'one university - three campuses' message - this is not how it comes across when visiting the other campuses

increase collaborations and social events between campuses
increase collaborations and social events between campuses

Make exchange programs more accessible.

All three campuses should use the same Guidelines, forms etc
Inter-campus collaboration rather than being dependent on UK for all things
Have truly global degrees and global staff with one student and staff recruitment
close Malaysia campus, open a campus in mainland Europe
E.g. Better coordinate the recruitment job -- sending a team of three people, instead of three one-person teams

We shall have more across campus mobilities in terms of visiting and students exchange

Equal partnership

Position ourselves as truly global To UNUK, this means: "No, we are not English". To UNNC, this means: "No, we do not want to be Chinese". That's a tough call, but the one we need to make to avoid future irrelevance.

None.

More exchange / secondment between campuses at all levels and better communications infrastructure.

Access to public transport

Better active recruitment for both staff and students in a wider range of countries.

Figuring how to convey to students the importance/strength of their university having a campus in 3 countries and how they can use this while at university or in the future

Three campuses, but also run it with local character. For instance, for China campus, there need to be some Chinese, Chinese culture, etc. I think it will also benefit the international students who deliberately come to gain some Chinese experience.

More inter-campus degree programmes.

give each campus more autonomy

each campus support other campuses for setting up partner universities in the country(ies) where they are located in.

In order of priority - UK, Malaysia and China

international-local students links

rotate staff around the three campuses.

Programme that encourages awareness of culture differences & encourage exchange of diverse cultures

more talks and collaborative for the three campus, not only in research, teaching but also in administrative work

more tri-campus' communication and training

People and facilities Database sharing

Malaysia

Synchronized university level events/projects across tri-campus, then related staff/department could meet either on site or distance to discuss and tackle the same problem which enable more wider communication and cooperation and potentially more opportunity to meet and work together.

promote exchange programs between campuses; video lectures among three campuses. e.g. prof can live and teach on the Chinese campus but the course can be offered to students from all campuses over video chats.

Exchange of staff and students.

more engagement and communication. working together.

Enable MA students to enjoy the same student mobility opportunities available to Undergraduate Students

Yes, I think further asian countries have lot of potential for opening new campuses and/or partnerships. Like based on my experience, I can guarantee the very good feedback if we will open a campus in Pakistan. And I can help/assist for this venture.

Inter-campus e-newsletter: what's going on elsewhere?

Cultural workshops to enable more understanding and potentially more secondments for all job families

Encouraging staff to work at each of our campuses for a period of time to encourage a more aligned culture and way of working.

Shared international staff day celebrating members of staff across all three campuses.

More opportunities including funding to promote working across campuses including in delivering teaching and research.

We need to drive forward and make it easier for students to see the benefits of a global experience, make it easy and attractive to student abroad.

Don't force collaboration and hire people in China and Malaysia of the same quality as in the UK.

Make it possible for staff to communicate with and learn from their colleagues in other countries. This means not just supporting the technology but incorporating expectation and time to do so. clarity on the purpose of this approach and what the tangible benefits to students are as a result Active communication from all levels and transparency of information sharing.

restore inter-campus mobility fund

Communication between three campuses can be more.

No idea

more formalised interaction

More joint and connective working

What does Three country geography mean?

More exchange opportunities

Explore mechanisms to facilitate inter-campus research internally and with local (to unmc and unc) funders.

Assist students and staff in experiencing all 3 campuses and linking them more strongly

Better technology-enabled direct linkages between the 3 campuses to enable innovation & knowledge exchange

Have effective communication between researchers (so not senior managers) between the campuses

Enhancing cross campus working relationships. Have more opportunities for staff to visit other campuses to see how they work and share best practices and help maintain consistency across the 3 campuses.

More staff placements/ hot desking abroad, or short term secondment opportunities so more staff can experience an international campus even if their job doesn't necessitate it

Enhance the working culture in Malaysia campus. Many common UK practices are not found here.

Provide a concrete structure to allow collaboration between the three campuses. This should include money for travel. I do not feel part of a tri-campus university.

Better integration for students from China and Malaysia when they come to UK. Rather than them only spending time with other students from their home country

Encourage heavily study abroad opportunities to Ningbo. Having visited, the staff are worried they do not receive many UK students on exchange there. Perhaps offer courses with "Year in China" in the title.

make it easier to co-operate on research and PGR supervision

Easier exchange programmes for staff

china

Clarity and open acknowledgement internally on the support required from professional services at UNUK to support overseas campuses

More support/growth in activity between campuses.

Work harder to achieve collaboration within these countries, plonking a building in another country with no buy in from either side outside of providing education is not the best use of the opportunity. better join up between the three geographies as they feel disjointed especially UNM and UNN
Introduce credit bearing short courses/Easter/summer schools at all three campuses that allow students to take up to 20 credits in each year on one of the campuses. Students would have to cover travel costs but WP students could be supported via the WP budget or philanthropic funds.

Further integrate and coordinate teaching programmes and research projects that capitalise on our presence in each of these three countries.

More combined work projects for staff and students across the three campuses
Greater creativity in the design and support for cross-campus programmes - moving from the idea of UNUK as the 'mothership'

I would like to know more about why the University decided to open campuses in China and Malaysia. I am supportive of this but do not think the University website provides clarity on why this happened or what its long-term aims are

reliable technology - most routine tri-campus meetings begin with at least 20 minutes of delay before all can hear and see

Develop more fully collaborative programmes which facilitate inter-campus project work through digital means

Really think about what we want from being a global institution and what this means. Use our locations to proactively establish ourselves in other international markets.

The fact that we are a 'global' university makes little or no difference to my students (Foundation Year) - I'd like us to find ways to give all students international experience as part of their course: this might involve more direct engagement (physical or digital) between staff and students on the three campuses so that EVERY student encountered someone from another campus.

Open 6-7 regional UoN offices with a remit to cover all three campuses. This would encompass outreach in all areas relating to student recruitment - direct student recruitment, partnership development, alumni relations, global employability services. These are all currently offered separately by each individual campus, not utilising the wealth of knowledge which could be realised if all three campuses' remits were placed under one UoN agenda. Significant efficiencies could be made in terms of knowledge transfer, brand presence and also financial streamlining. Each regional office would benefit from a blended set of staff working for one university, benefiting from different exposure and cultural awareness, but pulling together under one UoN umbrella. Targets and objectives would of course reflect the nuanced needs of each campus, but in a practical sense, instead of travelling to Indonesia on multiple occasions as separate bodies, with separate strategies, we develop a unified approach and presence from a physical geographical proximity which allows for more frequent interaction with the desired region/markets. I have included the global employability team and alumni relations here as they are linked to recruitment, developing a strong brand presence and would greatly benefit from localisation and closer access to the respective markets/regions. Speed of response, ability to react to opportunities and simple benefits from operating in the local time zone are priceless. If the aforementioned were to happen then I would envisage reduced team numbers in each of the campus based teams. (I would like to note as relevant to my proposal, that I was/am one of very few APM staff to work at one of our campuses. [text redacted])

Let the campuses be free and not part of the University. Expand to campuses in other countries. South Korea, India, Colombia, USA, South Africa should be priorities.

Confront the carbon footprint of students and staff travelling to and between international campuses

Create an international experience for all students on all courses. This could be via physical or virtual interactions between campuses or international focused activities which are built into the curriculum or the wider social student experience.

Enable more, SAFE, options for student and staff mobility

Improve communications between campuses. What are they all doing that we might be able to feed into?

More course integration and opportunity for undergraduates to do a year abroad without significant impact on their progress

A cross-university newsletter of the kind described in (4) above.

1) More integrated curriculum maximising the opportunity of our global locations 2) more opportunities for staff secondments, opportunities to visit etc as having spent time at all three locations, I think this provides real context to our operations and enhances performance all round I think UoN should have a plan for every single country in the world and make a continuous evaluation of the costs and benefits with prediction models. Maybe having a campus in Singapore or Hong Kong would be as good or better. I would also recommend checking oil-based economies who show interest in science. I think there are lots of valuable data about the immigration and economy in UoN and out there that UoN can use to make an informed decision what are the next steps.

Enable effective inter-campus contracts and exchanges to work. HR has failed on this. From the top through school leadership there is a lack of commitment to make international work at Nottingham. Anything east of a line roughly halfway through western Europe is not on the radar of most. Placements overseas in year 4 rather than in the middle of a degree i.e. year 2 or 3.

We have many opportunities to build and enhance our international partnerships. What should we prioritise? - Other (please state)

Whatever is done must be carbon neutral.

Concentrate on delivering excellent core education and research and trust individuals.

We should get our own house in order before building more international partnerships

I think we have some good curricula, which could be sold overseas using the 'fee' to improve research/KE collaboration at the same time.

Collaborations to be considered on a regional basis mainly.

Institutional partnerships which emerge from individual partnerships - more bottom-up than top-down

Individual teaching collaborations (e.g. same idea as individual research collaborations but specific partnerships to specific degrees here and specific degrees elsewhere in the world, the US has lots of examples of this)

I'm an assistant professor. I have international collaborations across three continents. Almost all of these are funded by my overseas partners. I cannot build and maintain this reputation using what the university offers - the £1000 per year fund which we can only spend on one trip. I *cannot* maintain an international reputation with *one* trip per year. If you want international collaborations, then pay the air fares.

There is untapped potential to explore and develop partnerships within campuses. This should be a focus too.

Prioritise resources into allowing us to develop teaching partnerships with UNNC and UNM. These should be resources in terms of staff buy out to create these courses as well as investment in the digital facilities to do so.

External organisations

Increase our links with Africa. At the moment, good for GCRF funding. In 10-20 years, that's where our overseas students will probably be coming from. The time difference is not so great, making it easier to do things together on line. It's the closest place where our help is urgently needed.

International and inter-institutional research collaboration should be a top priority

Increase international cooperation with top American Universities
n/a

for this to work you need friendly staff capable to build bridges with international partners and that understand this - you need people with cross-cultural skills either local or international.

make more use of U21 - my experience of U@1 health sciences has been fantastic - 0 but not enough funding available to really utilise it properly - we have a scattergun approach need to be more focussed and where better to begin?

partnership with local universities in China (this strengthens and protect the other sino-foreign universities and possibly facilitate their access to Chinese research resources and academic community)

innovative partnership models - e.g. masters consortia using hub and spoke model (a core curriculum with several partners offering specialisms)

More interaction with European (EU?) institutions is needed.

The existing partnership arrangements take up a lot of resource for very little benefit

Better service existing partnerships with universities but also sponsors and government representatives in the UK. The availability of information on links and interaction with partners (particularly those from whom we recruit students) has fallen by the wayside. We have not had as much impact with sponsors and in engaging with influential contacts in London at cultural attache's offices or sponsor headquarters. Ability to influence them and secure further collaboration or investment in Nottingham has diminished. There is no visible long term strategy for engagement that staff working internationally can identify.

I want to see partnerships/year abroad with Ivy league or public ivy schools, not low ranked American uni's. Have some ambition in North America. E.g. Warwick has one with Wharton, which attracts students to firm them.

A difficulty with the present situation is that the UK is so far removed from China and Malaysia both physically and culturally. This produces lots of difficulties when collaboration is necessary, e.g. exam setting/moderating, both in practical terms but also in some fundamental difference in approach in the different countries.

Focus outside of China and Malaysia

Think about mitigating Brexit impact by building strong links with Europe (as Warwick University are doing with their "Eutopia" project)

Focus on capacity building and embed yourselves in things like the GBA initiative in China (your campus in China is arguably in the wrong location)

We need to cease working in arrogant silos and realise that our colleagues at other universities have much to offer.

None

Form research/university alliances with top Uni (University of Tokyo, NUS, HKU, CUHK, University of California, etc) or offer joint-degree programmes with them

Build on our Exec Ed potential in South East Asia to deliver more to partner commercial organisations

Staff at all levels need to appreciate the cultural and environmental differences across campuses and overcoming those challenges and barriers will be part of the strategic plan for becoming a single university

UN must focus on collaborating with universities that are higher in ranking than UN, not with universities with poor reputation, or with small profit-oriented business schools.

Provide funding for the researchers who cannot apply for funding in China or Malaysia.

Take leadership in solving global problems such as environment and inequality. Promote balanced economy and be an example of one

Build a campus in India as we have in China. Also have a London presence for the business school as Loughborough and Warwick have done

Instead of this higher level stuff, what is needed is fundamentals - Increase the very low morale of the staff members, pay us better (we are the lowest paying campus amongst the 3 campuses), use more carrots rather than sticks on academics, focus on meritocracy instead of nepotism, the wellbeing of staff members is a concern, and decrease the turnover rate

Seems to be so much emphasis for overseas students. Need to concentrate on home recruitment. It's as if nobody really cares about home students as they don't bring in the money!

Efforts need to be made to raise UNNC brand awareness globally - this may help to attract world-class teaching and research staff, as well as increase Intl student numbers.

We should begin by having more engagement across the three campuses and then engage more with other world-leading universities.

Building relationships with partners that promote and don't undermine or compromise our values.

We need to stop spreading academic and management focus so thin, so any Q22 partnerships etc need to be very focussed on the benefit to UoN.

Increase competition in China from local and international universities; UNNC should think of solidify her position

It would be helpful if these partnerships could have a tri-campus approach. International staff in the China campus need support networking here if they do not already have experience.

Need to run pre-entry classes to bring international students up to speed
Open a campus in EU

Colaboration with sports institutes to provide opportunity for students athletes.

sharing of industrial projects

Need more research grant

I don't know

Reflect upon the differences in each country and develop country specific Teaching; Research and KE plans.

centre to centre (eg Nottingham in partnership with a small number of peer UK universities to create medium to long term networks with international university centres of excellence

explore international internship opportunities for students with university input/help

Our use of networks, particularly European networks post Brexit will be critical

Individual-centric approach to leverage our strength at university level and not other way round as then it becomes a top-down approach.

Student project partnership, e.g. NAA modules or volunteer projects

I am sorry, the above are empty word bubbles to me. I do not know what you mean by them.

Need more freedom and support for visiting professors in different Universities internationally.

More opportunities for undergraduate students to be involved in research (research assistants)

N/A

Hard to say until core strategy has been decided. But certainly a balance between teaching and research partnerships.

N.A.

A recent graduate suggested: Out of Hours language sessions or option of additional credit (on top of 120 credits) as they were unable to take advantage of language options which they felt would be key to participating in student mobility and not just live in a UoN bubble in China

We need to also use our experience in apprenticeships to drive forward international opportunities where possible.

Also how can we claim to be a green university when we are flying staff to China and Malaysia constantly

network with international businesses

not applicable

Enable ALL our academics to work with the best in the world in their area, not dictate from the top-down which institutions or countries are a 'priority'

enable same-course engagement for students between campuses

I think that institutional collaborations are a great idea. However, these need to engage with departments/research groups and with individuals in order to be successful. Otherwise you have an institutional level collaboration with no concrete support.

Set up a campus in a majority world country (or at least establish a genuine partnership). Does this fall into the 'radical' category?!

With regards to student recruitment recruitment and research partnerships, we should reevaluate our method of acquisition by not only rely on rankings which assess the university on a holistic basis. We should focus more attention on differentiating universities by subject area, which are likely to offer improved research collaboration and recruitment potential due to the less saturated level of competition. China is a perfect example of this where the approach could be altered to facilitate partnerships outside the well-known 211/985 network.

More collaboration between HEIs in the creation and delivery of UG and PGT provision. This happens under Erasmus type schemes, but not generally between HEIs within the UK or outside of Erasmus type schemes.

I feel less able to answer this

We have about 200 hundred countries in the worlds.

The Beacons are supposed to lead our research: why do most (if not virtually all) ignore the overseas campuses? What's going to be done? Fix that and we might fix a lot of issues.

Which of the following should we focus on to ensure more students have the opportunity to experience a global approach as part of their Nottingham degree programme? - Other (please state)

Overseas travel needs to be limited - it is a luxury the planet can no longer afford.

More shorter opportunities for students - e.g. summer schools? People may be more inclined to go for shorter periods of time without it being a longer or degree-related commitment. Make sure travel and accommodation provision makes this easy

Exploit the local strengths and build on these, utilising them from the other campuses where appropriate and where this adds value tot he student or research

Use of technology to enable collaboration between student groups on different campuses.

This is a confusing set of questions as it is not clear whether there is an assumption that a global approach can only be delivered for our students through the three University of Nottingham campuses, and not other Universities in other countries.

Inbed internationalization in appropriate research and teaching groups/course/programmes

I'd want more information on what sorts of influence the PRC Government might be exercising over our China campus. I once asked about this, at an information session, and got a disconcertingly vague, evasive answer.

It seems UG UK students are having to decide on whether to study in Malaysia/China by the end of term 1 of their studies in the UK when they're still adjusting to life away from home. China has a perception of being a difficult place to study (language) although many who have really benefitted from the experience. UNNC is 'China-Lite' and is a safe 'soft landing' place for UK UG students but timing is important. I believe short periods of study - 3-4 months in 2/3 year would reduce the fear of moving there.

not 'studying the same thing at the same time' for tri campus modules - complementarity shd be the principle

- To embed the "one university, three campus" identity as Nottingham's value proposition in the global competition, we should consider embedding compulsory/optional student mobility across all three campuses through exchange, study abroad, summer school, field trip, internships, or/and as part of course curriculum. Doing so helps enhancing: 1) University's brand identity by promoting students to become true global leaders by having enhanced cultural exposure across Eastern, Western and Muslim world, which differentiates Nottingham from competitors in the national/regional scale. 2) Improve students' mobility, learning and graduate outcome, which helps with the university ranking performance and student satisfaction. 3) Enhance Nottingham brand by improving outward mobility and greater global reach. In order to put this into practice, we need to reform course curriculum, improve cultural integration, and revise financial arrangement across three campuses re. transferring students. "

Optional year abroad for languages students, not compulsory

why am i being asked what job family i am in - i don't have a job, i am getting into lifelong debt to pay to be here, this is an abysmal oversight

Why a global approach? You are the university of NOTTINGHAM. Stop being global - be proud of being all things Nottingham.

More freedom for staff to provide international opportunities to students, this means staff encourage and able to build international bridges.

Extra funding for study abroad opportunities is needed

Stronger promotion of overseas campuses to current students highlighting the availability of opportunities. Currently very little visibility of such opportunities on campus in the UK.

Dual degrees would be cool, which are really common at places like Sciences Po or Bocconi

more exchange students from other (high-level) Universities

For staff at all levels, as well as students

None

We should make far more of the opportunity to study abroad but at UoN. Align the curriculum, promote to students, support their travel, study and experience.

it would be much better if student card could be used in three different campuses

Travel will not be sustainable in the long run, virtual interactions are preferable

Students must have the mobility among the three campuses and must be able to work in UK after their studies (making studies more attractive)

create affordable courses for mature and working students, with flexible pattern of study. Perhaps offer some free courses on some subject important for society, environment or equality of opportunities (e.g. for minorities)

Reduce the intake of chinese students for business school masters programmes as it is very unbalanced in class with very few indian and european students which isnt a positive cultural or learning experience for anyone at present.

Talks and workshops on intercultural respect and about culture shock. Lecture notes that are not so UK centric. We are a very multicultural campus here and unfortunately we have seen too many students and staff, especially if they come from the Western world, who are unable to accept and adapt to Malaysian culture. The unaccepting nature and inflexibility will work against holistic global approaches because many staff and students stay in their own elite groups, do not mix with any other nationality, travel to "exotic" locations in their own groups throughout their study programmes or tenure here, do not try to understand a culture that is foreign to them, while denigrating the culture whilst being able to afford much more things than the locals. All staff members in UNM has to work within the Malaysian and UNM systems with their good points and their flaws - I really do not need to deal with Western-centric arrogance as well.

Funded opportunities for PGR's to be more mobile

students come expecting to learn not be part of an exchange student scheme, why not stop all this bull and concentrate on teaching instead?

At UNNC award a Chinese as well as a UK degree as some of our competitors do

Scholarships to support more overseas study. Study abroad needs to be prepared with effective pre-Departure courses and support from the welcoming campus needs to be better.

mobility and exchange of faculty and admin staff

We need to ensure the support available at the campuses is as consistent as possible and ensure we provide good advice about risks for particular groups i.e. LGBT+ students and full access to Stonewall information for any students travelling abroad

Focus on virtual connection through excellent IT rather than extensive travel between campuses

why do we need a global approach? we are all connected anyway, think of the carbon footprint flying people all over the world on jolly's

What do our international campuses do to support our mission? It is not clear to me after 10 years in Nottingham.

Better research facilities

any of the above would require additional investment in personnel in order to provide a good or adequate service to aid the transition for cross-campus mobility

More country specific welcome events for International students.

mobility programmes can and should include industry internship opportunities to be attractive to our students, making them globally more competitive. UNNC delivered a 1-month Generation UK project for British Council which can inform our future direction of mobility offer.

i said it already elsewhere - rotate staff among campuses. encourage spending time working on other campuses (not flying visits, they don't build relationships) . there are people working on one campus for years who haven't made a single contact on another.

Collaborative offers enabling students at the campuses to work together without necessarily needing to travel to the other locations - better suited to our green aspirations

I would espouse global degrees with students moving to the degrees and experiencing and at times staff moving.

The support system shall be reviewed more often to make sure they are functional

A mindset that prioritizes (is this my PC or your form telling me to write AE?) global experience over formal micro-matching of study contents, when managing students exchange aspirations. Assessing UK faculty and administrators by their contribution to the globality of each program. UNUK is in a very unique position of delivering Euro-Asian learning experiences. Unfortunately, the UK thinking is too imperialist, so there is hardly anything really built as global; it is built as British export - that's 19th rather than 21st century. - "we make an estimated £677m annual contribution to the Nottingham economy (and significant impact in our China and Malaysia communities too)" what a beautiful example of how you think!!! the other two campuses happen in brackets.

More exchange students from UK to China or Malaysia

Provide more modules and courses from UNUK for malaysia campus

Opportunity for any student to study elsewhere for a period (not necessarily another UON campus).

N.A.

Considering the intersectional identities of our students and the barriers they can face due to things like their ethnicity, their sexual orientation, their faith/religion and their gender identity, as all these things can make it actively unsafe for them to travel to some countries.

Linking businesses associated with all three campuses

Its not just about mobility - in a digitally connected world we should be thinking about opportunities for interaction between the three locations either in real-time or time-shifted. We should also be thinking about how we broaden the horizons of our students when they are at their location (even if they never leave it).

Better infrastructure to share module material on related/ mirrored modules- the Language Centre has been trying to do this for some years and cannot make it work, and so that external examiners can easily access relevant material on all campuses

I am very concerned about the political context in which the Malaysia and China campuses operate - in particular the severe anti-LGBTQ policies in Malaysia, and the ongoing mass internment and abuse of ethnic and religious minorities in China. If the university wants to maintain a presence in these countries, it must not be complicit with governments that undertake what, in the case of Xinjiang, may be characterised as crimes against humanity. I am very concerned that at the recent Town Hall event on UP Campus Andy Long waved away a question about LGBTQ rights in Malaysia, saying that the mistreatment of minorities was "obviously unacceptable" while at the same

time making it clear that the university had no plans to challenge or question such conduct, even to the extent of protecting its own members from abuse. If the university is content to maintain campuses in these countries but will not challenge or oppose violent policies, then it makes all of us complicit. Surely the university can at least offer clear statements in defence of its members and of human rights, and condemn abuses when they occur.

Some engagement with students or staff from another campus expected of (and facilitated for) all students and staff.

UoN should work with other key international mobility players in delivering a service/APP to local schools to develop the interest and exposure to study abroad opportunities at a much earlier stage. Furthermore, an international opportunity is not enough to bring UK students to China. If the University would like more students to go to UNNC, their needs to be more incentivisation, but also a better understanding of how important elements of their life can be continued. For example, University sports players, are highly unlikely to go on mobility programmes unless they have confidence that they can participate in equivalent levels of competition. The country based benefits and USPs are not always enough on their own. These may seem like small details, but for 18/20 year olds who may have routines that have not been broken for 10-15 years, these are core parts of their lives and enjoyment.

Widening opportunities for staff to visit and get to know the over campuses. At present, such opportunities are often restricted, and can appear as "perks" offered senior managers.

I would defer to our students on this, what motivates them to take up these opportunities, what would they prioritise here?

Ask the students and staff. Individualized preferences are important and could help in finding the next collaboration destination. If a British student loves Peru and could make a connection to study there let's support them and ask them to find more collaboration opportunities and report back. They can be ambassador of UoN all over the world.

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

Increase accessibility.

More outreach activities for students from underprivileged backgrounds

Actively encourage non-university local people to visit our campuses and learn what they offer. Adult education (evening) classes.

more evening classes to help local people learn key skills to improve their careers in areas like business and accounting

Make facilities available free of charge to charities and societies e.g .U3A, WI, scouts etc.

more outreach to local schools eg seminars, courses, activities

Increasing the use of our facilities - teaching and/or sport - by local state schools. Providing pupils from unfunded schools to access high quality sporting and teaching facilities on a regular basis.

Encouraging and supporting the aspirations of all pupils from all backgrounds. Offering free work and/or meeting space to volunteer and charity groups.

More involvement with schools, eg demonstrating student work to them

Libraries open to the general public. Especially if it is wanting to raise aspirations in the local community and invest more in local education.

Sports teams, arts events, more public lectures

In the way that Lakeside Arts has been successful in providing an approachable, accessible entry point to University Park for the local community, similar opportunities or facilities could be explored on other campuses.

Anything which brings people onto campus and makes the University a familiar rather than an intimidating space

Community inspired challenges that our staff and students help to address through their research, student project activity and volunteering

Tedx talks. Short courses. Use of large spaces for hire. Kids for sports activities.

I mainly ticked yes so I could suggest we also do more off campus events - take ourselves into the city and beyond.

Better advertising of spaces available for public use for example on buses, local papers etc

use of rooms/facilities as appropriate to the organisation

Create the eco-advice hub that is open to students, staff and the local community. Also, increase engagement with and support for local initiatives whose remit centres around being environmentally sustainable. Also, run monthly research/public engagement lectures in the evening focussing on our research into green energy, plastic alternatives etc.

Engage with local community groups, ensuring they are aware of what is available and arranging events accordingly.

Participate in bring your son/daughter to work day; provide work experience opportunities for local schools; promote use of out facilities at reduced rates for Nottingham residents

Bringing more school groups onto campus to raise aspirations and engage with local children who may not think 'University life' is in their future.

Making facilities available to local groups- could be sports, could be meeting space

Nottingham Conferences have tried to stop some departments using external caterers - small, local, independent businesses. If you want to build a positive image within local social and business communities, then stop trying to block us building relationships in one of the best ways, viz., contracting and paying them to come into our university and do work for us.

Remove fencing around the campus, create a more open physical sense at the boundaries (many of our buildings look inwards to the campus and not out. Create signage that welcomes people to the campus at key points. Design the campus with local users in mind. Offer discounts to residents of local areas for theatre, sports, catering etc.

Sport centre

Free access to library facilities, and access to sports facilities where feasible. Invitations to public lectures

Local sports teams.

We could have a night school or some such with free education. It would be difficult - staff shouldn't have to work evenings or weekends etc. And staff should be fully paid for this etc, as with normal duties (*not* volunteer work). But this would be a great offering to the community in Nottingham - it strikes me as civic and also moral.

Public speaker series open to all that is promoted heavily and pushed out on all channels, 6th form conferences, learning days for the public, city centre presence
volunteering, shadowing, lecture tasters

Greater publicity about events

Via the above in Q22

Researchers Night (open labs and lectures to locals to see what we do)

Most of our "space" sits empty after 6pm when social groups tend to meet - we could be more open with our space to help the community

Engaging with local sports clubs; events for organisations like Guides and Scouts?

Open up Sports Facilities, run sports clubs for Children at weekends with student volunteers

Engagement with civil society organisations - no mention of them at all in the Green Paper and [text redacted] where we gained a national reputation for our groundbreaking work with local voluntary/community sector bodies - developing student research partnerships, development the NAA programme 'Public Engagement/Citizenship' module' etc. This appears to have all gone or to no longer have any central point of co-ordination

Inviting people to campus doesn't always work, as many think we are some sort of aliens. Going into communities and help set up local clubs.

Hire out campus facilities for low amounts to local groups.

Public events connected the local community with academic research, as for example the Summer Scientist Week, but more frequent.

24/7 open university for all.. as a research center, sports center, professional hub for different associations and groups of the local community

using library for free

Organise a "taster week" for prospective first-generation undergraduates.

making easier to local institutions or business to do collaborative research or teaching courses

Events for the general public

use of rooms etc

Sporting and educational outreach

Sports, health and wellbeing but giving consideration to capacity and existing student/university demand.

leadership academy is currently doing great work but the limited budget means the financial burden falls on student volunteers to source grants etc.

Just the chance for local people to come in and see what we do, "open days" for the public to show ourselves off

Sports facilities and libraries

Speaker Session (our own faculty or guest)

Have a (small) presence in the city centre and allow community groups to have access to the space for free

library

Open days for sporting facilities to encourage participation.

Allow local groups (sports, community etc) to use of facilities at lower rates.

Community open days

open events, WP activities, school visits

our facilities sit empty for large periods of the year - we should capitalise on this and allow others to make use of them at these times.

On-location tour

Centre for continued education (similar to what Oxford and Cambridge do) it will allow the community to take short courses and alumni to return and top up their knowledge or learn something new.

Allow those not affiliated with the university to use library facilities with ease, same as it's done with most of sports facilities

Encourage more volunteering with sports in schools through the leadership academy.

taster sessions and talks, short affordable courses for East Midlands residents

Tours for local schools

More Open days, use of Campus Arts/Sports facilities over summer break

Set up tutoring programmes, where students can earn extra credit and work experience for tutoring school-age children from disadvantaged backgrounds who would otherwise be unable to access one-on-one tutoring

Sports and language classes, other short courses, talks, tours etc

Sporting facilities

Free access to lectures (where possible re numbers) and libraries - both should have checks

Summer camps and courses for aspiring pupils, particularly in subjects they don't have a chance to experience at school (but only if properly funded and supported with appropriate personnel)
Anything and everything we can - review our space and see how the community could benefit from it - then offer those options

We have large sports grounds that could be used by local communities or schools, we have grounds which could be looked after/worked (have a look at Derwent Green Gym - it helps train people with physical/learning difficulties on gardening and conservation, this could be a way to get in touch with communities and give them a space to look after and care for).

Work more with local schools. Have open days for local residents and ensure that they are widely publicised.

Partnerships with local schools for work placements in Professional Services.

Library and sports

University of the Third Age

Sports facilities to local clubs

School holiday based opportunity for children to utilise the facilities that are not in use for teaching. Sports facilities to be available at reduced cost to members of public with ease of access and booking.

Free/heavily subsidised access to groups from selected socioeconomic bkg. Particularly enabling to experience new activities

More Wonder style events; public lectures; more engagement with social media to disseminate to general population not just in journals; interaction with schools

Sport is a good way to engage people, maybe students could help coach local teams, perhaps start a competition for local schools to take part in with the final being played on campus. Or an art or English competition etc with an award ceremony at the lakeside etc.

Business support for social enterprises especially if generated by staff; local not-for-profit organisations; social gardening.

blur the boundaries of 'university' or outside, open the place up to lectures, seminars and workshops filling any need the outside area has

Outreach

More short courses aimed at keen amateurs within our community. Guided walks around our campus talking about the arboretum or offering walking meditation opportunities. Start a running club round campus that's open to all.

An example would be to freely make available our languages all local communities
Promote site visit bus tours and open sport cultural events

More local welcome days and more going out to community groups and centres to promote what the university is about. (Not just about recruitment to HE/UoN). supporting more events in the community with a follow-up exchange to parallel events at UoN

Meeting rooms at weekends and evenings (perhaps just in one building eg TLB) for local clubs / societies

We have a wealth of educational material and expertise in delivering that. Can we leverage that to provide bespoke short courses to Nottinghamshire residents and businesses?

Open a visitor centre for each Faculty and operate daily/weekly tours to members of the public

Involve local communities in open days, events, research(open up research to the surrounding environment where possible instead of isolating it to a lab)

Events (sports, arts, cultural, educational) that are open to public. Events that are working together with the Semenyih community.

life long learning short courses

I don't have enough knowledge or expertise to make any valuable suggestions here. A balance needs to be struck between enabling the public to access the beauty of the campus and use its resources versus ensuring it doesn't become an overcrowded space and that the extra footfall etc. does not have a negative impact upon the environment on campus.

More public events - they don't all have to be the scale of Wonder/MayFest

Reduced cost for local clubs and offer coaching

Reach out to the local community. Explain and engage how they benefit.

run more sports camps in the holidays / be a venue for high profile sports tournaments and sports matches / deliver coaching to local schools and sports clubs / encourage students to be volunteers and help run courses and camps /

The May on-campus events are always popular, as was lifecycle. Those community and family days are important and we have beautiful spaces.

Lower cost of sports membership.

sports facilities particularly for kids - let them see our campus from a young age

More general public open days so local communities can learn about research and learning at the university.

Use resources available to help local people e.g. law school help people who need legal assistance with welfare claims

A University of Nottingham Sports Day, Family Day or Community Day

Splendour/Wonder type event at UNM/UNNC

Generate spaces for local arts (of all types)

Sports and Recreation, Fand B, Possible students Bar

More use of sports facilities

Wider engagement with the local community in sports activities would be a good start.

The sports and leisure facilities and guest lecture's

encouraging outside customers to eat and enjoy our fantastic campus and its food outlets

conference facilities, student led volunteering

More learning opportunities for local sixth form students.

Public events on the University such as music and food festivals

Sports facilities could be opened up during the holiday period to local people

Local schools are really interested in getting students to experience university from primary through to sixth form colleges. We can open up for events targeted at local pupils - with themes - e.g. sports events, subject specific events (for topics covered by national curriculum and beyond).

Hosting more U3A/lifelong learning groups for example.

Open lectures

Family open days - much more for the under 5s. Families grow up beside institutions like ours, why not grow up within them too. Also, bigger/better nursery for staff and student families

Any that the community would like, encourage them by cutting the bureaucracy and cost if wanting to use the facilities

Exhibition on what we do in the University and how we interact with the community

Open Days for the public.

Open events

See earlier comment - offer Schools who do not currently have courses within all three campuses opportunity to develop collaborations and network together

More activity with local schools.

Accessible (affordable) evening classes and advertise locally. Get people onto campus for taster sessions.

create a culture similar to the Royal Society Christmas lectures so that school come to inspiring lectures

Opportunities for schools and businesses to book and use space.

Advertising the fact that the campuses are open to all and having more outdoor events on campuses, which involve local businesses

Departmental tours. Try and stimulate locals into wanting to study here.

Open Day was great - more cultural and sporting events

More teacher training offered, run more business/language development courses and workshops, host international culture events

Open sports facilities to public

We should begin by open dialogues with the local communities to understand their needs and then assess in which way we could contribute.

Sport is an obvious one and we need to open up to local non-elite groups but it is much wider. Could we do more with environmental and wildlife groups and make much more use of our campus? This would really support the environmental agenda. We could use arts facilities more and link in so much more creatively with the community e.g. supporting the local vibrant music scene. There is a big challenge to the SU in this - they heavily focus on 'student nights and services' supporting the 'them and us' culture and the limitations placed on students to support preferred suppliers can make it difficult for students who want to do things differently. It feels there are so many ways we can do this but I feel it is about a culture change of valuing being a part of Nottingham

Help for Departments and smaller Sections to promote the good work they are already doing to engage with the public (many have an insufficient budget for marketing). Manuscripts and Special Collections is well placed to engage with local communities (training for community archive groups, hosting or collaborating on exhibitions, running workshops, etc., and having a key figure like an artist in residence would help as an informal point of contact between the University and the local public.

Sport Field

This is a tricky one because letting more communities use our facilities (eg rooms) means greater difficulty for us to book them (all our events are outside of term time) but I think generally a more welcoming attitude eg notices to tell pedestrians they can walk freely around campus and promotion of the free parking at the weekend maybe.

Partnering with schools to enthuse children - with the resources for us to deliver

Science outreach - we have better equipment than many schools and can run experiments which they cannot. Also run programmes for children from deprived areas of China (similar to the work done by [text redacted] with the children from the Tibetan minority).

I think we should do more with local schools and colleges, this will also help to have an openness of what careers are attainable to these students and hopefully promote the university as a good local employment.

sports activities that are open to all without memberships

More activities that include students, staff and local people e.g. choirs. Get students involved in welcoming school groups. Promote company away days.

more opportunities such as Wonder where the local community have an opportunity to see inside the university

Free library access to local people; free lecture series (e.g. at Lakeside Arts) promoted widely across the city, that are accessible for non-academics; free workshops&lectures outside of university (e.g. community centres); more pop up, exciting events in public spaces e.g. Market Square, Victoria Centre that aren't necessarily aimed at children; more WP events that aren't only school/children focused.

Maximise cultural and societal links and widen this to other East Midlands cities/regions where we already have a presence - Derbyshire, Lincolnshire. ie. don't just focus on Nottingham

I would like to see the South Entrance become the main gateway to the University to encourage the wider public onto campus. This would include: investing in a new state-of-the-art facility to replace the existing Lakeside Arts facilities, including a new auditorium for all/most public lectures; a large public pay-and-display car park for UoN and park users; welcoming and clear signage and pathways to encourage the community onto University Park; developing an outdoor science and engineering park (Nottingham lacks a good science museum); and trails and digital interactivity around campus to encourage the public to explore our surrounds and the research currently taking place across campus. In addition, we could present a unified public lectures programme and deliver more short-courses for all ages in the community (but especially those of secondary school age).

Public lectures and forums. sports days.

Make the general public aware they are welcome on our campuses any time
make it easier to access our campus by cancelling the access control system at UNNC

Allow booking and organise more local community events

Open houses

sport club and cinema

Themed open weekends - e.g sports day, cultural/art day, etc

sports, education visits, work experience etc

Family days, lectures on interesting and accessible topics

I believe it's an issue of marketing. Many local people simply aren't aware they can use our campuses as anything other than to bypass the A52 at rush hour.

Approach community groups and ask if they'd like any support.

Greater publicity of availability and types of facilities for public use for different purposes, e.g. charity, education etc.

Groups run on campus for young people in the local community including creative arts, general interest, gaming, and sports access providing mentoring and coaching opportunities for students and much needed facilities for local young people.

More smaller scale connections, not just big events

Build on the Wonder events and do more open-days for local primary/secondary schools

Sports facilities available to local children in Summer when UG student demand is much lower

Make more lectures open to the public e.g. start a specific series aimed at getting across the research that we do.

Leisure: Plays and concerts in the parks, fairs and festivals. Use of accommodation for pleasure breaks. Lectures of general interest opened up for the public. Work with the Nottingham Castle transformation team to make visible and available the cultural and historical aspects and links of the University.

Create ambassadorial roles where staff are employed as University ambassadors to promote our facilities and campuses to the local community

We need to better demonstrate to the public the role of our University in society ie it is not just teaching.

sports and libraries

Open library space and computer access resources to assist the disadvantaged (for example volunteer assistance in making job and study applications), open vet clinic run by volunteer vet students to assist disadvantaged pet owners, open exercise and health clinic run by volunteer exercise science student to assist the disadvantaged

toddler activities

Genuine attempts to interact with low income communities rather than middle/high income communities which current activities do

More activities based on campus that are advertised to the general public, such as themed entertainment/sports initiatives/ charity fundraisers

Departmental "open days" for schools and local organisations

Provide classes for the community, for example increasing physical activity, healthy behaviours, nutrition to increase health and well-being of the local community

more events like Wonder to demystify the university at large, greater emphasis on collaborating with community groups

free availability of meeting rooms to clubs/societies

Sport

schools should be able to use our labs/libraries/ theatres in a supervised fashion

park runs

more showcase events

A patient support group I work with were quoted £300 to host an evening event. Not good PR!!

evening and weekend classes and events using teaching and sports facilities

Public lecture series

To inspire local children (by local I mean midlands) to interest them in particularly STEMM subjects, from an early age and regularly to keep them interested through their exams, A levels and choosing university. Eg Spring into Science (physics & astronomy) (Nottingham City Council) can be extended to each local education authority and across more subjects - build on this model!

Access to Leisure areas/ food outlets, libraries etc

Allow street food vans on campus; give controlled access to IT equipment (e.g. to youth groups), including 3D printers, etc.

More effort to involve secondary school aged students to come and use facilities (NOT primary aged children). Open up facilities to 60+ with offers/deals etc

Local community access to libraries and sports facilities. Open days for local schools etc.

School outreach days, as done in Chemistry for example. Sports sessions for schools. Use of accommodation for short holiday schools

Marketing what we already offer! Eg. before I was a member of staff I assumed that only students could use the boating lake on Uni Park.

increasing outreach work through community groups across the county and region to enable them to engage with the University.

School access to aspire future students

sports. Public debates in the Great Hall.

Our facility can be rented to the local groups however the parking spaces will be an issue. Fix the parking issue which can provide a better reach for local communities. One of the facilities can be the library, sports complex. Research facilities will be tough to be rented unless equipments are localised into one room.

More short, stand-alone courses. Make physical access to campus easier. Run regular informal educational programmes, such as gardening, language learning, maker sessions, etc.

online facilities to help communities i.e. library, swimming pool, gym, services from labs

Open up events to other colleges or members of the public to join, not just within the universities such as talks, competitions and exhibits (no matter the field; science, cultural, arts or business))

Generating income by providing sports membership to communities

Sports complex and theatre

Invest in Lakeside Arts as our premier cultural offer to the community; improve links with City Museums e.g. Dinosaurs of China worked well as a community engagement activity (130,000 people); target lectures around A Level curriculum e.g. Mt St Helens lecture was full of A Level Geographers including my son;

Library, sports, recreational

Community facilities on satellite campus that allows use as well as contribution to local community; health facilities on SB campus as the campus is perceived as drain on local facilities due to the high number of students; better public transport links not only to UP but also local community across council borders to reduce impact of traffic but also to give easy access to satellite campus for community members

make the IT environment supportive for non academic visitors who have no access to Eduroam to support their interactions

Open up our collections and expertise to the local community especially in time when services are being reduced by local authorities. Encourage volunteering and apprenticeship opportunities from the local community within the university to improve employability. Provide resources to promote collections to the community through public engagement.

Hosting academic events for secondary students

1) Our industry partners in the UK are expanding globally. eg Unilever, RR, PepsiCo, including China as a priority market for them. We should make our overseas campuses and the research capabilities visible to them so that we extend our innovation partnerships from UK to meet the industry where they are. 2) Use our overseas campuses as softlanding facilities to businesses

run workshops at week-end or quiet non-teaching times that are of practical interest to non-academics but sneak in a bit of science - eg plastic recycling, composting, soap making, basic repairs; open competitions which are done for students only in the moment to the public (chemical car, hovercraft and design challenges). and let's not try to make money out of this!

How can local charities and groups make use of our facilities when they are not in use outside of term / weekends etc. Youth clubs...providing the opportunity to try new things: types of sports / music / art / science / language.

Expand existing provision where possible to make the University seem more welcoming and accessible

more awareness of the good the university contributes to the area. Invite more schools/groups into the facilities

Organisation of cultural and scientific events

Cultural and art activities and hosting certain local business activities

Have locals to sit on 'consultation' and 'advisory' boards

open days, public lectures, show-casting

Open days or big conferences or art/cultural exhibitions

This is not a priority. It is generally desirable. HOWEVER, it must be clear that we do so as global university. Currently, UNNC highly promotes local engagement. That's what the government wants. But for the Nottingham brand this is a disaster and it's systematically alienating global faculty, which is unproblematic unless we want to be a global university.

Annual visiting trips

workshop and conferences

Public lectures and events. Suggested campus walks around the grounds. Open days for local Schools and Colleges.

Sport, library, events

Access to lectures and short courses for local people. Not to compete with night school but to open up our doors and resources to the community. This could be done on a flexible pay per use basis / options for free access where there would otherwise be a barrier to participation.

Life long learning. Well-being skills / activities for primary and secondary pupils - well-being is the foundation for academic attainment.

Opening up our Sports complex and our Great Halls for external event functions.

Our team suggested: Improve signage to make us more WELCOMING - and adopt our big radical idea - Discovery@Lakeside; ensure announcements on trams/buses also include Lakeside Arts (not just University of Nottingham & Science Park); Open our Libraries to local communities (City Card Holders); Make clearer more inviting pathways around the University eg up to Portland shops/ATMs etc;

There could be more lectures aimed at the public on a, for example, a monthly basis (or are there already some and I am not aware?). History, literature, philosophy, maths, physics, ... I am used from other countries that there is something for, e.g. OAPs or school kids every first Saturday of a month or so.

Better advertising of free public lectures to the local community! This seems to have dropped off in the last decade.

A variety of well publicised events, from races to tours of the gardens.

see answer to 27

Community events, improved access to sports and fitness facilities, meeting venues, awareness of outdoor space / green space

allow religious activities on campus for students who desire them
Library

More educational offerings for mature/retired community members

citizen science projects

More open lectures, or opening the telescope up to the public
Food & Drink companies to use facilities i.e. kitchens when available
Sports/nature events within the campuses

More activities for the public on campus.

Usage of the sport facilities for community groups that would not be able to access such facilities, access to the grounds for outdoor activities especially for those who do not have access to such green space.

Community open days; more engagement with entrepreneurs of the future

Not sure what we do at the moment, but allowing groups (eg in school holidays) to use our rooms might help

Evening classes for shorter learning opportunities

Use of facilities outside of term times to local community groups

At the moment, there can be a viewed 'class divide' reportedly perceived by students, I would hope that UoN would strive to ensure University is available and attainable to all; this could include focusing on showcasing the Foundation level courses, offering reverse mentoring from local college students to high-up uni staff. In terms of arts there could be more offer of arts, music festivals etc, perhaps a kite festival or installation of a 'sculpture trail' by local artists or children etc.. I think it's

certainly easier for Trent to get involved in things due to location, but with amazing campuses we can do more! Inviting local businesses to Portland Building (that the SU provides) in Welcome and throughout the year, is a great way for students to learn what the community offers and allows businesses to showcase themselves. Get more involved politically (voter integration at Welcome Fairs, more community building like the SU Officer/Student Living team work on). I believe lots of student groups (societies etc) would be more than willing to organise all these, however funding limits the scale of projects often. I would hope to become a hub of consultation from the community where our student expertise is valued and contribution welcomed.

At the moment, there can be a viewed 'class divide' reportedly perceived by students, I would hope that UoN would strive to ensure University is available and attainable to all; this could include focusing on showcasing the Foundation level courses, offering reverse mentoring from local college students to high-up uni staff. In terms of arts there could be more offer of arts, music festivals etc, perhaps a kite festival or installation of a 'sculpture trail' by local artists or children etc.. I think it's certainly easier for Trent to get involved in things due to location, but with amazing campuses we can do more! Inviting local businesses to Portland Building (that the SU provides) in Welcome and throughout the year, is a great way for students to learn what the community offers and allows businesses to showcase themselves. Get more involved politically (voter integration at Welcome Fairs, more community building like the SU Officer/Student Living team work on). I believe lots of student groups (societies etc) would be more than willing to organise all these, however funding limits the scale of projects often. I would hope to become a hub of consultation from the community where our student expertise is valued and contribution welcomed.

Awareness raising to encourage people to want to work or study here and remove any perceptions about the University being too elitist

using the Halls for events in the vacation time, hosting conferences (big and small), opening up the Sports Centre and facilities for local groups

Social responsibility activities and business opportunities

traditional games where both local and international people can enjoy

To allow local people to attend some workshops, conference, activities that they are interested.

Prestigious public lectures, student showcases,

Opportunities for local colleges to attend science outreach lessons on campus

Greater engagement with schools to learn from us and make use of our facilities

sports for deprived areas of the city

Use of meeting rooms for non-profit groups; publish (in one place) details of speakers / activities / campus tours that can be booked by community groups; develop more self-guided tours e.g. app that allows people to select their area of interest e.g. art, sculpture, trees, wildlife, green technologies, history, sport

More external events held on campus for free, using the spaces we have for community focused events particularly in summer when there are fewer students.

library; sport related field

Allowing volunteer and community groups to use university facilities to help remove the barrier between community and university e.g. adult learning classes - taster sessions or short courses

partner with key local charities etc.

open course for auditor; invite industry expert to be course mentors

More workshops and engagement events

Have a calendar of seasonal events on campus outside of term time for the general public but within term time for widening participation events targeted at local schools and colleges.

Focused activity around subject or professional area specific topics linking together with local providers. Link with other city wide activities broader than simply including Lakeside (although that team could be the conduit)

Do not know

Wonder Day annually; make it easier for 6th formers to use library (though since we discussed this, the THES has reported it's not gone down so well in Sheffield...)

Sports

Sports clubs might benefit from access to the sports centre (Loughborough do this); and offering/developing CPD for teaching staff, to help them fall in love with their disciplines all over again.

Invest in development of a 'Healthy Campus' with campus trails/exercise routes - turn our green campus into a digitally-enabled space for outdoor classrooms and self-guided health-related activity

More provision of adult courses and public lectures

More public events on campus, which could include such things as sports events, concerts/gigs, organised walks, etc., but also making our 'expertise' available to the local community through such things as evening classes. I'd love to see us offer 'interest' classes which would then offer a route into HE for those whose interest was sparked.

We have amazing greenspaces - the local community should be invited to make more of them
Promote open spaces to children and families during summer holidays.

Making our facilities open for use by local schools, businesses and groups in holiday periods and evenings. Potential to gain additional revenue.

Guided visits to the university

Connecting to all the charities doing fantastic work in the region through structured events that involve sports, arts, teaching and learning - i.e, deep interaction with the university community and the university campus.

Programmes of one and two day courses and longer courses; some (during vacations) might be residential. (See my answer to (4) above.)

Free Transportation and Pub Science in Uon Pubs; Honorary Positions; People Love Gardens
some happy to start and build new gardens for free! UP can be the a world of amazing gardens.

I think we should have more of a University presence in the city / community, so we are not seen as an impenetrable bubble.

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

Overhaul of timetabling provision and number and type of modules offered, to allow flexibility for evening / block teaching, interdisciplinary courses etc

Avoid gimmicks (i.e., concentrate on core business and quality: basic things need to work first).

degree apprenticeships

The university needs to reduce the length of undergraduate degree programs as well as offer more distant learning courses for those that may be studying while in employment. The university should alter the course fees based on contact time. A english literature student should not have to pay the same fees as those on medicine for example. Equally courses should have a more practical component. Other universities are making strides as they are offering more practical courses with smaller class sizes, therefore the quality of the teaching and the course feels enhanced compared to students spending the majority of their degrees in lecture halls when there are many practicals that could be done.

Please don't push the interdisciplinary agenda unless the University is committed to addressing the current issues that make this work very difficult - e.g. Faculty funding structures mean that Faculties are risk averse to spending. University-wide funds to support interdisciplinary working would a) empower people to make these connections more freely and b) give the University a full oversight of where the connections are happening

All these answers are subject to their being evidence that these are developments that students actually want. For example, we shouldn't do longer degrees on principle if there is no actual market for them.

Can't believe any opposition to all of the above. There's a big job to be done with IT systems (and student recruitment) though before we can go over to online/blended learning.

More flexibility in mode of study is essential moving forward, buty perhaps after consolidation of changes to the student systems.

N/A

It is obviously sensible to include the mark as well as the degree classification in the information that students are supplied with. But that is not equivalent to a grade point average system, where a grade point average replaces the degree classification. I answer the questions above fairly negatively because I don't think that it is necessarily true that the University should seek to be in the forefront of innovation in these areas, since untried experimental approaches might lead to mistakes with student learning and teaching, which could badly harm cohorts of students.

not mentioned degree apprenticeships (it is not the 10 year option above) this needs consideration for future competitiveness

More direct involvement of students in world leading research (e.g. they need to be involved for at least 1 full year)

In my School at least, we are terrible with part-time degrees. We just don't offer the flexibility. Why not let people do degrees in a highly modular way over a longer period of time?

Funding to develop scholarship and learning for staff to provide teaching - again this is linked to less instrumentalisation. Just giving academic staff time and space to think hard about what they want to teach and design the stuff (rather than having to cram and do things last minute etc) would really help. Even if not tied to measures like TEF etc there can still be accountability with decent peer and HoD mentoring.

We need to make the most of our expertise on all three campuses and develop tri campus modules as per my answer in previous section.

Ensure quality but avoid generating 'an industry' in validation, qualifications for every small activity etc. Focus on university-level education, ie research-led

Online only degrees to attract overseas students and students who want flexibility to choose when they study, learning/teaching camps could be held once a year to get everyone together. Meetings with tutors could take place over Skype.

Inter-disciplinary modules should NOT be generic skills or methods training modules: students hate them. They should be focused around real-world problems, in which students attend as experts in one discipline, exploring how they can tackle a challenge by working with those from other disciplines.

Stay trad. These new fads will pass.

Reducing curricular choice into manageable pathways

Re think cross university student offerings – eg critical thinking first year courses optional modules, Nottingham advantage award, study abroad entrepreneurship employability – map in curricular.

Expected standards and templates for visiting teachers should be made clearer to branch campuses. Technology does not consist only in recording lecturers; it can help with assessment, online discussions, fostering student creativity etc.

meaningful recognition of work done extra curricularly – students do amazing work in sport (100+ hours/year), overworked and doing tasks people are normally paid for with very inflexible academic timetables

New generation and Continuous Education / Exec MBA / Executive Education all require a mix of brick and mortar class and digital class experiences"

more invited lecturers from top Universities

Alumni are an important source of "external" expertise

Better integration of individual subjects for joint honours degrees

Academic flexibility for those balancing other commitments, i.e. sporting, caring, families etc

Again, edX - offer MicroMaster courses like MIT and other top universities

• Curriculum and learning design • Integrated assessment in programmes • Proper project management of initiatives with a clear full-time leader focusing on that initiative (secondments?) (e.g., e-assessment and online marking needed someone to push this through and engage staff in support). "

Innovation in the curriculum must not be done simply for innovation's sake. We must also be mindful of (and maybe a little cautious about) the impact of innovation in the longer term. An innovation that is fun/marketable/appealing is not necessarily beneficial to everyone or anyone involved with it. Sound science and evaluation of innovation is crucial.

Consider changing courses, removal and addition

More accessible and inclusive teaching, open to a wide range of students

Continue to develop Apprentice courses with businesses.

Some sort of recognition that teaching quality is about designing a course where the material is coherent, accessible and ultimately teaches student the material. There is a lot of focus on 'innovation' that ultimately does not actually help towards these aims. We should be doing better to get the basics right. Raise the minimum standard.

Train lecturers on how to teach and build rather than content provision - copy places like NUS in SG that make grading and expectations very very clear so students can focus on applying knowledge, not struggling with format etc. (what's the difference between 68% and 72% in the social sciences, this was never clear back in my day and still isn't now)

There needs to be a clear policy and legal agreement between seconded students, their employers and the university about the requirements necessary to study including study time, resources and paid leave. Too many times paid home students end up working full-time and studying towards the end of their course, fail and are then refused time to resubmit. A written agreement would help all parties determine their obligations and avoid such negative experiences.

None

Definitely consider shortening the length of Undergraduate Degrees. There is a School of argument that the longer they stay within the University realm, they could become institutionalised and keep moving onto the next degree. Forever staying with Academia instead of taking their gained knowledge from their degrees into the Outside World.

All developments should be encouraging lifelong learning and accessibility, therefore flexibility is necessary. Working with students and employers will ensure that developments are actually providing what these stakeholders want

Develop a blended online offer with early pilots. Learn from other institutions globally who already do this well. Then scale up.

Develop a standard for how work is assessed. Different academics have a wide range of approaches to designing questions and marking the answers and it is often very difficult to interpret what the academic is asking for. It should be obvious what a question is asking and students shouldn't lose marks when they understand the course content but are confused by an unclear question.

4 year Bachelors/5 year integrated Masters options with a subject flexible first year (American style) option

Attempt to rebuild old style adult education that created strong bonds between communities and the universities until the mid-1990s.

Please remember all changes will have to be reflected in staff resource capabilities to implement these changes.

Look for ways to share teaching excellence across the university, while minimising boundaries to staff uptake. For example, is there a newsletter for sharing teaching anecdotes and recommendations?

Would support 2 years degrees as long as the content is similar. This would mean teaching over the summer period. We have to maintain standards and academic rigour if we chose to run 2 year degree courses

more opportunities to support students with multiple indices of disadvantage to attain the university experience. this could be students who are low income or BAME, but may also may include commuter students, those with caring responsibilities etc for whom access to university is a different experience.

Less workload in the final year, so that more focus can be placed on the final year project (currently it is difficult to balance the final year project with the rest of the course demands)

Prepare expectations of Chinese students in advance - get into High Schools to promote EMI and use online resources to help guide and prepare students from their very first interest in UNNC. Continue to teach and develop English and study skills beyond year one.

more programmes focused on or at least incorporating sustainability and ethics (e.g. MSc Sustainable Marketing)

I think we need to consider how well we are providing inclusive teaching and how we can make changes which encourage better student engagement. It would be good to consider quality of teaching being provided as well as what and how. I think we should also consider how we assess learning to try and ensure this is more inclusive with more consistent responses to reasonable adjustments and EC requests

Enhance teaching and learning in 'real' ways

Disappointed that online and blended are lumped together. A University is about a physical presence - we should not aspire to be online

Less rigidity within degree programmes - max 40 credits of compulsory modules with more flexibility to study subjects outside your main subject. Option to do NAA type modules over the summer holiday to encourage students to use their time wisely.

More interdisciplinary activities encouraged/created that aren't modules.

Ensure students are aware of partial awards, should they be unable to complete.

Offer Degrees or knowledge that will support industry in the ever changing tech environment which has become very competitive

More PGT exploiting our expertise, more risk-taking regarding ways of teaching and engagement with external bodies (local companies, apprenticeships, prisons, masterclasses for schools and colleges)

More involvement with external experts in industry

Flexible tailored double degrees (for example, Physiotherapy and exercise science, Sports Engineering and Computer Science)

Degree accreditation where it exists.

Higher education is changing. Apprenticeships are an opportunity. But we risk becoming less prestigious by diluting our brand as a Russell Group university.

part-time and distance learning programmes

Allow learning by failure, e.g. value resit exams in the same way as the original

invest in appropriate IT skills/staff to support innovative digital learning (e.g. VR, AR, 360 video)

none

More focus on quality

Better ways to assess students knowledge other than exams and coursework - practical, hand on training, ability-based assessment (rather than standardised tests) should be introduced. We all know all students don't learn the same way, so we should have more than one way of testing their knowledge in their discipline, esp methods that motivate them to be innovative and creative.

increase financial support for research projects

More grants to also research in the impact of curriculum and teaching changes to be evidence based; more investment into digital learning with more posts embedded in schools/departments, easy use software and good training and access ; remove SET - the statistical analysis is inappropriate for the type of data generated, it is a likeability contest and not necessarily a reflection of teaching quality, there is a lot of evidence that it disadvantages females and BAME staff and I have seen the devastating effect it has on staff morale; use teaching observations by trained staff and students as well as peer observations instead

Please be realistic about the workload allocated to teaching staff in preparing their lectures and giving feedback. Improving facilities is one thing but the true value in the higher education should rely more on the interaction between the teaching staff and the students. However, under current workload hours allocated to teaching staff, the staff cannot really give good and tailored feedback to students. This reflects to what level the University really appreciates the quality of teaching.

Encourage more placements and dissertations based on our collections to improve the employability of students.

Utilise the teaching experts within the University and disseminate good practice more effectively

Have more long distance degree

Get rid of or merge small courses

First, we need a managerial decision on prioritizing student happiness (as measured in SET) or learning. With the current happiness oriented approach, we can forget about all of the above. This would require management to be willing to explain to students that transformational learning is not a journey of happiness and that coming to Nottingham (UNNC) means exposure to pedagogies and experiences that are often opposite of what they expect from higher education. If management is willing to accept that students thus express unhappiness about teachers who effectively do what Nottingham stands for, rather than blaming and shaming them for bad SETs, then UNNC may (re-)gain relevance as the social change agent we claim to be, rather than as feeder conduit to the MSc programs at Imperial College, LSE and Warwick.

N/A

Any that will facilitate a better link with the world or work.

N.A.

Universities are a unique place where students can come into contact with ideas that do not have an easily apparent vocational purpose and ideas that they would not have thought they would encounter; a demand-based curriculum runs the risk of depleting this introduction of new ideas to a detriment, as it assumes students and prospective employers already know what is available, and what will be useful knowledge.

Online and Distance Learning along with the options to study/pay for a module at a time is vitally important to drive forward life long learning

Please stop fetishising "innovation". The term is so overused as to be meaningless
We should be looking at what the next 10 years career market looks like and design our courses that that I leave the University with a great experience and marketable skills

A lot of this is focused around the offer available when choosing university, however I feel an approach could be taken throughout the years and experience of here, to better incorporate students into curriculum design, such as; more focus on feedback given in student review of the curriculum, 'where are they now?' talks from students who graduated 1, 5, 10 years ago (emphasis on 1 as it's okay to still be starting out and this needs to be a reminder), online learning and online accessibility to all should 100% be a focus. A focus more on linking study with ongoing issues; political, socio-economic, cultural, global etc. Modules or projects on these as part of study (perhaps the option to swap a module for the optional topical module etc), as when you leave University you are in the 'real world' where these issues are coming up so having more in depth knowledge could be brilliant for this. I'm sure this will be done locally on some courses, e.g. economics and brexit finances, however this could be a wider rolled out programme that the University facilitates.

A lot of this is focused around the offer available when choosing university, however I feel an approach could be taken throughout the years and experience of here, to better incorporate students into curriculum design, such as; more focus on feedback given in student review of the curriculum, 'where are they now?' talks from students who graduated 1, 5, 10 years ago (emphasis on 1 as it's okay to still be starting out and this needs to be a reminder), online learning and online accessibility to all should 100% be a focus. A focus more on linking study with ongoing issues; political, socio-economic, cultural, global etc. Modules or projects on these as part of study (perhaps the option to swap a module for the optional topical module etc), as when you leave University you are in the 'real world' where these issues are coming up so having more in depth knowledge could be brilliant for this. I'm sure this will be done locally on some courses, e.g. economics and brexit finances, however this could be a wider rolled out programme that the University facilitates.

Everything in this questionnaire seems to imply that the only thing that matters for good teaching is 'innovation', but a lot of good teaching is rooted in practices that are well-established because they work (and have been known to work for thousands of years). I would like to see greater emphasis on consolidating good practice and less of a sense that any new idea must be a good idea.

My job family is teaching and learning, currently not research. The fact that this was not listed as an option in Q2 represents a lack of support, value and acknowledgment for teaching-only staff. Could this be improved? We have more time to think about innovation and excellence in teaching and could be a driver and resource to support our R&T colleagues. Support T&L staff development e.g. support via the Education Inquiry Network. Teaching sabbaticals where staff develop new resources/learn from colleagues in a teaching-only break.

I think that being good and research and teaching skills are quite different. Having more support for staff to develop teaching methods and create more interactive sessions would help raise standards within the university.

What is missing above is recognition that we need an overarching rethink around curriculum design. Our current approach, which is 'specification'-based cannot provide the pedagogic foundations needed to address stubborn NSS issues and ensure consistent TEF excellence. We need investment in functions and processes that deliver learning (curriculum and assessment) design and we need improved review and audit processes that ensure it is articulated to our students and justified. For example, what is Nottingham's USP when it comes to teaching? What is the Nottingham learning experience all about and what makes it distinctive? Other Universities have invested heavily in learning and pedagogy (e.g. Trent, York, Leicester) and are seeing the results reflected in their student satisfaction and outcomes.

there were mixed views on "co-creation with students" - it depends what is meant. If it means "student voice", then yes; involvement of external speakers: if appropriate; we were not sure how to answer re "online and blended" as it depends what it means: probably NO to online, but yes to "blended";

(1) Reduce workload for teaching staff (particularly to reverse the drastically increased administrative workload caused by Project Transform). (2) If online marking is to continue, replace Turnitin with adequate and appropriate tools. (3) Increased staffing to allow for more small-group teaching. (4) End the use of Unitemps for employing teaching staff, as this undermines staff security and rights, which has a knock-on effect on student relations. (5) Improve training and support for teaching staff to handle pastoral care. (6) Invest in mental health and welfare support for staff as well as students. Low morale, excessive workloads and resultant poor health among staff has a significant impact on teaching and on staff-student relations.

More flexible ways of learning: courses which can be undertaken through some combination of online, part-time campus-based, full-time campus-based, etc. I'd love to see us thinking creatively about how we might collaborate with other providers to enable people with little or no prior qualification to get to the stage where they can benefit from degree-level study (and beyond).

WE ARE AT THE FOREFRONT OF TEACHING DEVELOPMENT. IT IS REALLY ANNOYING THAT WE ARE NOT RECOGNISED FOR THIS BY OUR OWN FACULTY/UNIVERSITY.

More co-creation between module conveners to develop synergy and flow. Engage graphics design expertise for improved look of lecture materials

Using curriculum development experts in Higher Education to provide for an integrative curriculum that can deal with the problems of our times and which also recognizes the equal role of 1) humanities, arts, religion, 2) science, 3) social science and 4) technology. The short-term focus on technological innovation fails to recognize that discovery and implementation of technological discovery requires constant development in the other three dimensions. Any of the megatrends highlighted here or in the trajectory report, or anywhere else for that matter, will have significant impact on patterns of economic, social and political life and will raise huge ethical questions. I think the trajectory report as well as the university, fails to realize that politics, governance, policy, sociology, ethics, bio-ethics, economics even arts, religion and mass-media studies will be as important in identifying and resolving the issues of the day as will be finding answers in chemistry, biology, physics and other disciplines. A focus on the current global trends of the 2040-2050 decade could reactive and unite in focus but also in different areas of practice/concern all these disciplines. An integrative curriculum could be created that would allow disciplines to function together alongside different interfaces, while retaining a sense of the whole. It would be a significant curricular challenge but one that could be accomplished within 10 years if started now. Even without looking at megatrends of the future, an integrative curriculum is more and more required – simply because what is needed is both global knowledge and global governance (without which the organized capacity, machinery and mechanisms for resolving the global issues rising will not exist) – however, our institutions can barely produce knowledge that is anything more than national in outlook and sometimes even data. How to produce global knowledge and develop forms of global

governance are current issues in the academia that are far from having been resolved. These are areas that cannot be resolved simply by crunching numbers or machine learning (although that will be needed also) – what is needed is an integrative curriculum and a truly global academic community of researchers, students and staff, to put the process into motion. Engagement of university staff in teaching in the local community (see (4) above).

Stop calling people 'Research Only'. Researchers are practitioners and could be best teachers if allowed.

Ultimately flexibility will be key. However moving away from restrictive faculty / departmental models to allow more of a pick and mix solution would be helpful.

How should we create stronger connections between the University's research and teaching. NOTE, this question also appears in the research and knowledge exchange section. If you are responding to ...

More problem-based learning which integrates current research problems; final year viva; synoptic teaching

I think we already do this very well in my part of the University. We perhaps need to signal this better to our current and prospective students.

Make sure that ****real**** research feeds into the project work students take; more summer internships.

Let module convenors teach their research strengths.

hire more teachers in the humanities especially in small departments

Keep reviewing modules to align with new research - top researchers to do occasional star turns

Higher focus on the exciting new trends earlier on in degree programs

Make undergraduates aware of the research occurring at the university. Maybe make a mini internal conference on each UK campus and those campuses abroad to engage students with what actually happens behind the scenes at the university to inspire students.

The obvious answer would be to offer staff opportunities to teach their specialisms in year 3 undergraduate and masters modules, but this is at odds with the University's need to work efficiently and so avoid low numbers on modules

We can already do this. And well.

Through curriculum, project work and special seminars.

Give R&T colleagues time to do both. Teaching focused colleagues are woefully undervalued and have to work three times as hard to achieve salary parity with R&T colleagues.

In my own school there is a total disconnect between the research people do and their teaching - but this is always going to be a problem on professional/vocational courses where you need the breadth of teaching but then try to have focussed research groups. Part of the answer, of course, is for research to groups to cross schools and Faculties - and this might have to include more cross-Faculty contracts and discussion at appointment. I'd prefer to rephrase the question though so as to include KE - which is not such an issue on professional/vocational courses, where the scholarship, experience and clinical/applied research which isn't valued by REF-driven policies, is absolutely fundamental to the student experience. Whether or not we capitalise on this through recognising placements, using industry more for, eg, external examiners (my son did a design course at a 'new' university where all the external examiners were from industry - and all the grads got jobs based on that, and the academics got research contracts through those links). So I think it's as, maybe more, important to see the links between teaching and KE as between teaching and research - and stop thinking that all KE comes from research. R, T and KE are each different, but overlapping and can feed positively into the other.

Allow students to create research, give students the opportunity to align and work with research groups more closely.

More joined-up thinking about resources (esp. space) for teaching and research. Its often a practical problem that holds us back, not anything deeper.

Always combine research and teaching within the same spaces and buildings.

Stop setting up groups that only focus on research development and teaching development - if they work together then they will see more opportunities for connect; formally connect research groups to teaching groups; more University wide oversight of the validation of programmes by mixed group of researchers and teaching staff to see where collaboration should be occurring. Can we move from having a research and teaching community to one academic community that is much more fluid? Think about the processes more and how the processes can intersect - building this into the processes, rather than thinking about discipline silos

There is an increasing tendency to expect R and T staff to concentrate on research or on teaching, but not both, and an assumption is made that successful researchers should be able to minimise their teaching load to free up more time for their research. If we want to create stronger connections between research and teaching we should stop doing this.

clear roles - if you are R&T then do R&T, both are as valuable. Stop the prejudice

Where practical use undergraduate teaching space and infrastructure for research when not in use for teaching. For example dual use labs or manufacturing facilities.

Involve students more doing small but important tasks in large research projects - requires a cross-University support mechanism to do this

My most recent workload assigns 24% of my time to research. That is paltry! I spend too long doing admin that does not need academic training. If you want to create connections between teaching and research, then you need to give us the time and freedom from constraints and pressures to *do* them. Once you do, then we can start to think about how to connect them.

Buildings should be designed to accommodate both teaching and learning - rather than one or the other. Where there is both, we should open up the spaces so that the research and teaching is visible to one another.

Provide more flexibility (workload distribution) to staff to adjust roles in both sections.

Provide funds in order to publish in open access journals

Ensuring staff do both research and teaching and have opportunities to feed their research into teaching - enable students to get more directly involved in research projects through internships

Give academic staff more time to do research, and allocation for scholarship and learning that links research and teaching. Do not tie it to the instrumental things such as REF and TEF as this is demoralising and creates undue pressure. Just take it on its own terms: you need to teach, so here is some time to link this to your research and develop a really excellent module.

We should develop a research mindset in our students and provide a curriculum that teaches them about formulating research questions, specifying and testing explanations with evidence, and learning how to do independent projects and problem-based learning.

Inform students more about ongoing research in their area

Already good practice on this across all faculties.

Using research-active staff/ staff engaged in scholarship. Not being afraid to challenge students because of surveys such as NSS. Give students more independent/ project work to engage in research and promote opportunities for post-docs and early career researchers to engage in outreach and teaching

Through revised curriculum and opportunities for students to experience life as a postgraduate researcher (e.g. by shadowing)

Train students from day 1 of an undergraduate degree in the fact a degree is training them to become a researcher - we start small, but build up to dissertations etc. Get rid of the idea that the research element of a degree only really comes when the research project / dissertation is tackled in the final year.

More researchers teaching?

Integrate staff research projects with student research. Don't have e.g. 3rd year research projects be more or less inconsequential data collection/writing up, but make an active effort to get students involved in their lab's/supervisor's research and publication process.

Take seriously the commitment to research, and provide staff enough time actually to conduct their research. Despite the stated allocation of time for research, administrative and managerial duties in practice encroach on research time. In effect, the University is often paying its research and teaching staff to do work that could be done by clerical staff. This is bad for staff productivity and fiscally short-sighted for the University.

Does research REALLY enhance teaching? My recollections from my time at Nottingham include puzzlement as to why a lecturer was telling us about his research idea, which was NOT part of "standard knowledge" and simply appeared bizarre - as indeed it proved to be. Research needs time to become part of accepted wisdom, so new research results and ideas are not necessarily a good thing to promulgate at undergraduate level. Stick to core knowledge!
Some form of central control of research projects.

Build teams around people not around what the university needs (E.g. skills or diversity)

Make students more aware of R&T staff research

I think they are already very strong at least in my school!

more funding for lab roles over summer for students

Teach students about what you are researching.

Actively collect a robust evidence base. Much of this is occurring already but we don't showcase it/explain. This means more than having research active teachers delivering modules (although that

is part of it) but we need to show the evidence we have for the many ways that students learn to be creative, individual researchers and to show that their lives have been enriched beyond just their transcript: individual research projects, professional competencies, equipping students with skills needed in employment (independence, critical thinking), digital competencies, placement experiences.

Have dedicated teachers and researchers that work together in research projects and the dissemination of ideas for lessons

Have staff textbooks or papers feed into lecture more

Ensure that more funding options are available for postgraduate and then post-doctorate studies

It shouldn't, researchers often can't teach

Involve undergrads & postgrads in research that UoN is undertaking

Proper learning design (could include researchers in parts of the planning to promote connection between teaching and research). Develop a process of facilitated design workshops and activities unique to, and appropriate for, our University.

Make sure that high profile researchers also have to teach sometimes. Have them teach in a reduced but non-zero capacity.

More use of students in Research where possible, and more involvement by Researcher in the teaching arena

Compulsory seminar attendance for students. Integrated examples of University research into course materials

More opportunities for students to do research projects

Not view them as separate, competing businesses, we need to lose the perception that Teaching pays for Research, even if that's true it's not important. We're a University, we do teaching and research, we can't (or shouldn't) do one without the other.

Teaching could include some focus on present research

Focus on research and teaching staff, encourage modules focusing on research expertise, balance research and teaching more effectively

Yes, but the labs will need a total refurb and adequate technical help needs to be added.

Time to do research and time to develop new modules

Co-creation with the students would be highly beneficial because it is the student who is will be enrolling onto the course, therefore it will help to shape the course to reflect areas of interest.

More opportunity for undergraduate and masters students to interact with PhD and post-doc staff, to give students more insight into research at the 'next levels'.

Treat research and teaching as related and not play one against the other.

By protecting the time that R&T staff have to carry out research. A 25% baseline in the workload model is NOT enough.

Have courses in research priority areas

Introduce fika sessions where teaching and research staff meet and just chat to each other in an informal way about what they're currently working on. Tends to spark collaboration and cross fertilisation of ideas.

Create a steering group

Increase value of teaching and recognition of teaching beyond the R&T job family. More integration of research practice to underpin changes within the University. Support for research staff to collaborate in delivering teaching alongside/with teaching focused colleagues.

Is the key to engage the Students with the research aspect? Which would have a knock-on effect of lessening the stress on the Academic and not make them feel they should be paying more attention to the teaching than research.

Giving time to both parties to work together.

Visibly show/state where the fresh research surfaces in every programme. Review programmes for benefit where content is stagnant.

More student projects to be undertaken with research groups throughout entirety of degree programme, e.g. not just in third year, both within home faculty and beyond.

make it possible to do teaching and research as an academic. All the online remote working has made it less doable

Engage staff

By acknowledging the fact that teaching and researching involve two different skill sets. Appoint expert teachers and researchers separately.

I think that first and foremost staff have to better understand what research informed teaching and teaching informed research are. This is something where the institution should provide more support and awareness raising.

Field experts brought in to facilitate learning along side experienced teaching staff
YES

Changes to workload models are required so that teaching is appropriately represented. Currently teaching takes more than the "allocated" time, meaning that research (and therefore research-led teaching) is either prioritised to the detriment of teaching, or that it does not take place and that research-led teaching is therefore impossible

Find exemplars to present at workshops across the faculties to encourage creativity and collaboration; better publicise our research activity to foster new connections and modules/programmes.

address the cultural barriers to perceptions and traditional views of each.

Continue to offer advanced modules in final years, taught by active researchers; offer mini-projects in these years.

Have lecturers actually teach their cutting edge research. They will be more enthusiastic and the associated understanding of basic principles would achieve the same goal as now.

Research staff should be given the opportunity to talk more about their own topics during modules so students can see the research carried out at the university.

more practicals in the science undergraduate courses

the periodic video would be a perfect answer to this question

By introducing modules from 2nd year that allow undergraduates to work with post graduates and researchers on projects.

Ensure match between curricula and research - teaching only staff that determine curricula are not necessarily aware of best research

By making sure that the teaching is done by people involved in research

Those staff heavily engaged in research are often very good teachers - there should be very few research-only positions.

We should consider more teaching-led research as well as research-led teaching. In other words, we should encourage staff to think what interests and excites the student community and use this to inflect our research agendas. This may not be so appropriate for STEM subjects, but should be considered more in Arts and Social Sciences.

More engagement and meetings with other research centres. Especially in the same school

lower financial barriers to PhDs for more mature students

See 33.

Since universities now take on more than 50% population it is only fair that research should focus on issues relevant to today economy. Due to its international uptake, perhaps it should be also relevant to the World economies, and issues that are important to create sustainable societies around the World.

Make time in workloads to facilitate research-informed teaching.

Assess the amount of research included in modules each year - are modules kept up to date?

Encourage staff to visit one another's classes to give short presentations on their own relevant research.

Make it a requirement that all academics must do at least 10 credits of teaching a year

We need to start employing good teachers, rather than good researchers. The best academic professors are not necessarily the best teachers. Just because a professor researches well does not necessarily mean he/she teaches well. Finding researchers that teach as well as they research must be a priority. What seems to happen now is that researchers are employed for their research impact, rather than their role in creating the next generation of passionate students. That is dangerous as some poor lecturers are destroying the passion students have towards a subject with their dry, boring lectures.

More of courseworks related to the research topics in the university

Treating PhD students better, so they can teach better and actually have good things to say about the campus i.e. increase our reputation so that other potential PGRs can come and study here too.

Making the evidence base supporting teaching visible to students and linking research innovatively into the students learning experiences. Allowing those UG students who wish to develop research of their own to see role models. Greater relationship between UG and the graduate school on university initiatives

Create a programme to train and support PGR's to act as paid mentors/tutors for UGs. This would give UG's the tailored experience they are looking for, and alleviate some pressure off of academic staff

let departments talk instead of relying on managers

Allow teaching only staff to be very much involved in honor projects

Design teaching (especially undergraduate projects) to reflect ongoing research themes

UG students more participation in research, such as internship

Our students should follow closely the latest research findings and the latest developments in the various industries

first create well-recognised incentive scheme

Make curricula research led at all levels

Create a Research base re Academic English & Study Skills, Interactive Teaching, and Innovation in Teaching within the Centre for English Language Education (CELE) as currently all staff are only on Teaching Contracts despite the fact that there are numerous PhDs among the ranks.

Encourage researchers to teach and encourage teaching contracted staff towards research informed teaching.

Employ research-active staff, and provide teaching staff with opportunities and support for small, applied research projects (e.g. small research grants for teaching fellow)

The connection should typically take place for postgraduate degrees. However, I am apprehensive of mixing up undergraduate teaching with research.

Talk to people. People can be very secretive or rude about their work, if people were all treated equal, talked and helped one another out then it would mean there would be a stronger connection and potentially more collaborations.

Trying to recruit teaching staff whose research interest match the research strengths and existing research and archive collections. Promoting our historic collections to potential undergraduates (these are what makes UoN distinctive) would mean students could choose Nottingham with the intention of staying on to do research or teaching based on these collections.

Give equal value to each, allow time for research to carry the same credit as teaching (when allocations of duties across staff are decided). Office hours are blocked portions of time, teaching is a fixed timetable, why not allow blocked portions of research time (for younger researchers especially).

Being a researcher is key to all students wherever they end up - not those who stay to for "University research". In many ways, it is the magic of higher education.

Employ academics who actually give a damn about the quality of their teaching.

Get PG students to give guest lectures on final year UG modules.

Staff who are doing exciting high profile research deliver one "inspirational" lecture to UG students. PhD students to give poster presentations of their research for UG and PGT students to attend. Teach students to engage with each other at these kind of events.

More social&workshop events that are open to both UG and PG students.

More efficient and quicker approval processes to ensure that innovation and cutting edge research can be accommodated into the teaching curriculum

This is key. Despite the mantra of 'research-led teaching' common with other RG universities, we have not really articulated what this means - either to staff, students, applicants, or employers.

We need to be leading in both and whilst we should look for ways for them to add value to each other we should not compromise on innovation in either just for the sake of joining them up better.

Students benefit from the university being a leading research university, and research benefits from having excellent and inquisitive students

Encourage lecturers to give more student-oriented public lectures about their current research (at the moment, most lectures are either non-technical for general public or very technical suitable for PhD students or staff)

Dont know

Give current, real-world context to subjects being taught, noting the current state of affairs to keep students aware of the challenges facing the industry at that time.

More opportunities for UG students to support on research projects and have this formally recognised

Make more co-functional areas, include more aspects of research in the teaching curriculum

Take a few Impact case studies and ensure that they are mapped into teaching modules - just one lecture is all.

A combination of academic and work professionals sharing responsibility for module content

Relate undergrad project work to existing research projects on a case by case basis. Large group projects allow individuals to avoid engagement.

I am not sure this is important as much research is narrow focus

Have a distinct research career path that is not subservient to teaching staff. Researchers main focus is on the research but material on current research projects is also embedded into the teaching curriculum.

teach what we research

stop rewarding research excellence more than teaching excellence

Undertake meaningful research rather than alchemy. When I see EU funded research that is obviously in contradiction of the first law of thermodynamics

Allow research postgraduates to teach and tutor part of modules, enable credit or other mechanism for UG students partaking in research as research assistants

More internships

Let researchers teach the things they are expert in not the opposite

More international collaboration and working with external partners to ensure that teaching and research remain current and progressive

more emphasis on teaching inspired by research

Better opportunities and support for project students

New R&T staff are given one 1st/2nd year module to update and teach, then take on a Y3/Y4 module more aligned with their research interests. This ensures basic teaching is kept fresh and current, whilst also allowing cutting edge research to influence specialised areas.

Encourage peer mentoring between these groups to increase understanding.

encourage staff to include elements of their own research in their teachings?

I think we current have a strong connection - but pushing for more fixed term contract teaching staff could jeopardise this

stop the artificial divisions between teaching and research

Split research and teaching roles and allow them to co-create research and teaching content.

more accountability of research staff to contribute to teaching

Ask research oriented staff to inspire UGs for their field of study and ask them to engage not only postgrads but also undergrads in their research endeavours. Ask teaching oriented staff to engage with researchers, know their drivers and get them involved in teaching as part of core teaching at RI university.

Put more resource into research-enhanced PGT programmes.

It will depend on the Faculty and area of knowledge, but I think that conducting a research-led teaching is not at all a good practice for undergraduate programmes. For instance, UG engineering students are in our University because they want to study ENGINEERING. There should be control measures to avoid developing modules based on your own research (which in most of the cases is not in the area of knowledge). For instance, chemists teaching "Chemical Engineering"

Involve students in research. Teach students on publication.

Provide staff with the support (time, resources, and guidance) to link current research to teaching. Perhaps including this as an item for discussion at the annual PDPR.

none

Get an independent party to conduct interviews with students of high medium and low caliber to provide with information to research and enforce solutions strictly.

Incorporate research findings into modules offered to students

More summer internship opportunities

Would be better if researchers and lecturers weren't the same person - some lecturers are better at teaching while some are better at work/research

Invites for more forums sessions which exchanges knowledge and networking.

Maintenance of the research facilities is the priority first

Have discussion with research students to identify their needs

Ensure Teaching Only staff (T&L) are valued and recognised as R&T

More team teaching

lecturers should be allowed to teach more unique modules based on their research expertise.

Allow lecturers to be given fund in research in subjects that they teach

Teachers should embed their research in the lecture.

Balanced and reasonable workload for both.

Yes. Too many people are doing research for papers and grants. How does this benefit the fee paying students here apart from the ranking reputation which is not much?

My personal feeling is that often an overall strategy that integrates teaching and learning is missing and people often view one more importation/of more value than the other. Senior staff need to role model integration and equal value of research and teaching; easy access to sabbaticals and to be able to include UG students in research projects during sabbaticals might be another way to integrate this more

The first step would be having the academic staff teaching the professional area they are currently doing research.

obviously by having more project based, student centered modules - i have noticed, in myself and colleagues that if we have to come up with large, complex, multi-level, interdisciplinary activities, we steer towards the safety of our research expertise anyway (and sometimes when this is not possible, something that started as a teaching project evolves into new research)

Provide dedicated time for staff to explore the pedagogy of their discipline in addition to their discipline - this provides a richness in knowledge that can enhance the student experience

Encourage students to become Research Assistants to lecturers who are researching something students might be interested in. Also encourage lecturers to take them as assistants.
Emphasize the role of academic knowledge

Create incentives for it. Use it as one of the SMART objectives for Performance Review.

Giving more autonomy to faculty. Rewarding research oriented T&L approaches.

Create a platform that is accessible to both students and staff that shares current and past research projects.

Apply the research outcome to teaching. More research staff should also involve with teaching. Acknowledge that if we want to provide a truly 'higher' education then spending time doing research is not taking time or resource away from teaching students, it's integral for it.

allow professors more autonomy in designing the teaching content and exam format

Bring research findings to classrooms

Cultural change that encourages both to be equally valued (rather ironic that the income from teaching is higher than research but research is where the prestige lies). Much easier to collaborate successfully when have equal status. Plus a focus on research-led teaching, although not necessarily delivered by the actual researchers. It may sound counterintuitive but allow individuals to focus 100% on research through the entire spectrum to 100% teaching. i.e. let people do what they are good at and enjoy and you will get the best results (can recruit to fill gaps). Then researchers who love to communicate their research can do so but those who love finding out about research and communicating it can do so too. This may also contribute to reducing workload for some as trying to do 2 jobs at once, especially when one isn't your forte, is always going to be challenging.

I'm satisfied with this already

KPI requirement for Teaching Staff

NA.

Staff could be more encouraged to include current research they are doing on the vanguard of their field within module content/lectures

transparency on what are we researching (brief without revealing confidential infos), and encourage qualified students / staff to participate.

It seems alright as it is.

Recognise that teaching staff are often also researchers and ensure the correct contracts are in place to reflect this.

Yes we should, we should ask researchers to showcase their research in their teaching and show through their PDPR how they have done this and what impact it has had on the student outcomes.

Yes, my lecturers need to show me how their research impacts my modules and should be measured on how effective this is....I don't want to feel as though my lecturer is really wanting to be doing their research and not teaching me

n/a

Research knowledge/finding should be shared during teaching, in addition, encourage knowledge/idea exchange.

I think it naturally just happens. Support research and ensure that such research remain in the classroom and there will be a spillover effect.

More interaction between teachers. More meetings and training on that.

Greater involvement of students in research - breaking down barriers between UG, PG, PGR and Staff

Ensure that wherever possible teaching is carried out by staff who are also carrying out research.

Communication

Collaboration with industry

Mandatory reference to relevant current research in all modules

Perhaps PGR students could be highlighted and focused upon to PGT courses with the good work they are doing in newsletters?

Perhaps PGR students could be highlighted and focused upon to PGT courses with the good work they are doing in newsletters?

Showing students how their learning can be applied in the workplace

Relate the knowledge that is going to be taught to everyday stuff.

I think we assume that undergraduates are not interested in research, and yet research helps validate their UG choices based on positive impact on society

Yes, we need to show how the investment made by teaching is impacting research and how the research impacts our teaching, maybe we should ask our academics how they are doing this (show impact) and where there is little teaching impact or research impact stop the research.

Undergraduate dissertations. MSc dissertations and advanced courses.

When allocating teaching try and match teaching to the academic's research areas. There is often a disconnect between the two

Greater responsibility for research staff to teach and to make sure what they are teaching reflects latest research wherever feasible

Don't keep increasing student numbers to the point where real interactions with the research of the staff within UG student modules becomes untenable.

Strengthening the link between research and teaching is crucial. We shouldn't just be delivering research informed teaching but teaching that is intertwined with research.

Consider the 'connected curriculum' approach at UCL which has become a valuable model for how this can be done.

personalized research project work by students as part of their course (eg ensure every degree has an element of this)

more time for staff to assimilate new research and refresh and redesign modules and programmes to embed it. An R&T colleague can apply for leave to develop and publish research, but not to write a textbook or to design or improve a module.

Make it conditional on research projects that evidence of impact upon teaching is evaluated

(1) Start taking seriously the university's stated commitment to staff research time. This needs to be ring-fenced and protected. (2) Allow R&T staff to develop and run advanced or special-subject modules related to our research specialisms. I have found the university's focus on reducing the range of modules in recent years to be particularly discouraging.

All researchers (whether a post doc or prof) could deliver a minimum amount of teaching per year (eg guest lectures on a module) and teaching only colleagues could be linked (if they aren't already) to research groups/units to ensure their knowledge remains up to date. Part of any scholarly activity should be to impart knowledge to others.

Research-informed teaching should be part of their programme for all students, whatever level they are studying at. We should ensure that this happens and that all students know it is happening. We should also seek to engage all students in research in ways appropriate to their degree.

Stop undervaluing teaching and over-promoting research (especially research income over outputs - where outputs usually indicate communication quality that is also an indicator of strong teaching). The current trajectory is leading to a separation of research and teaching that undermines the concept of a Russell Group University.

Creating community between UG, and PGR and PDRA students and staff. Allowing UG students more and different opportunities to access our research community of practice - e.g. the institutional HEFCE funded "Come on in to our research labs project"

Integrate real research examples into higher level modules. Utilise research staff and students in guest sections. Make the researchers real people in obtainable positions.

on the one hand, it's all about incentives. on the other, if researchers felt they are contributing to an organic academic community which is sustainable - they would invest a lot more into teaching.

Researchers should be given the chance to teach. See SETs and promote good ones to teach more.

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

It addresses impact on the climate emergency.

problem-based learning and block teaching - module by module (like Pharmacy) rather than concurrent modules which create pressure, inability for students to think more broadly about learning because they're so focused on assessment; less assessment

Make sure facilities (including admin systems) and processes actually work, reducing workload of teaching and support staff so that they can spend time doing their job - and not firefighting.
Fix timetabling

Lower SSR

Reduce the use of casual staff, notably in the delivery of teaching. If we want high quality teaching by people who are loyal to the institution and who understand their role then using casual employees is not the answer. We need to invest in people

One change that would have the most impact on learning experiences is teachers being less overworked with admin in small departments.

Address WLP for teaching staff

Move to small group seminars based on pre-reads/ video content - focus on discussion

Stronger interdepartmental dialogue

More practical classes to prepare students for the world of work!

Expand the hallward library

An innovative and forward-thinking online learning provision supported by cutting-edge software and technology

Students spend time with staff and not computers.

Better lecture rooms of sufficient size to ease the timetable.

Better and more sophisticated timetabling

De-centralise Student Services and communicate effectively about Campus Solutions - it hasn't Gone Live and it DOES NOT WORK! It is also a profound waste of money.

More placements for students and staff

Working closer to develop research which is relevant to outside employers so that students can see the practical applications of their degrees and research.

Stop using SET scores as the management tool. It changes teaching behaviour in a very wrong way, in particular avoiding teaching difficult material and turning lectures in entertainment. We need to find new ways to measure and ensure delivery of high quality of teaching instead of relying on a single SET number as some FPVCs do for PDPR.

I would like to see a vision, an aesthetic, even an ideology that describes what a Nottingham lecturer thinks like, acts like and does and does not do - the present strategy is depressing, joyless, and based only around box-ticking and metrics.

Digital learning experience has to increase significantly - more online/distance learning and delivery to device.

Stop treating students as customers, and respect boundaries between effort required by students vs those of staff who increasingly "serve" rather than teach them

Transformation in our use of digital technology to support learning.

Stop expecting researchers with little or no teaching experience or 'gift for teaching' to teach. Allow them to research and contribute to the curriculum development and 'guest slots' differently. Allow all our teachers to be inspirational, and recognise those that have a gift for this as being equally as important to us as internationally known research professors. Level the credibility playing field.

Make the degrees better suited for students from disadvantaged backgrounds.

timetabling

Support academics in providing personal attention to students rather than making academics interactions with students more difficult.

More risk taking and piloting now what you think R&T might look like in 20 years - yes 20 years
Free up our time and energy to do teaching and research. Some admin is necessary, and some of it must be done by academics, but the balance is totally out at the moment. If you reduce the administrative structures, we won't just flop around (most of us, anyway). I am highly motivated and love what I do, so give me the freedom to do it.

Design / refurbish teaching spaces and create a standard for those spaces whether they are in centrally timetabled spaces or school managed (and consider making all teaching spaces centrally timetabled)

Preserve the "tradition" of teaching in classroom. Online teaching appears to be more attractive at the current era of technology but this will fade the attractiveness of a University as a higher learning institution in a long run.

Better administration, campus solutions so far has created more problems than fixed anything

That they are listened to in the formal and informal life of the university.

Smaller class sizes

A real shift towards the American HE system, or at least adopting their internal finances. The British system is too inflexible. We have students coming into one School and it is extremely difficult to change to another School later because the modules (credits) are not transferable, say between Arts and Sciences.

Providing academic staff the time to do proper scholarship and research linked to teaching, without admin, and without ties to demoralising things such as TEF and REF.

Please do away with the tables in lecture theatres which are all too often used as seminar rooms.

We waste 5 minutes of each session moving the tables around to make it work as a seminar room - chairs with desks built in are much better

introduction of problem based learning through a mandatory third year project

Ensure include a range of teaching and learning activities

Allow feedback more easily and do more to show what is done about this feedback.

Managed expectations (cf teaching contracts).

Several possible responses, since you ask for one this is purely pragmatic - provide students with a consistent and challenging experience

Changing the workload of staff so they have more time to spend with students (see comments in research section)

Removal of modular structure

University-wide agreements to baseline services students can expect (e.g. lecture capture, module videos to enable choice of options) - students see what their friends have on other programmes and wonder why it's not more uniform.

Significantly improve the T&L facilities in the Medical School (overall they are poor)

Invest in 3D technology using MS HoloLens headsets, work would for Anatomy teaching for the Medical students (Look at Case Western reserve University and HaloAnatomy).
technology

Start special summer research training placements for motivated undergraduate students.

Scholarships would be great, but I don't think they are necessary for most students (concentrate them on students with financial needs). It's more important to have a small budget for reagents/computer time eg.

Smaller class sizes, more face to face teaching.

Offer a mini-foundation course in the summer before the first year (or as online or blended learning), to help induct students into university-level study

Researchers teaching. Closer to the cutting edge of knowledge?

Less reading off PowerPoint in lectures

stop letting really smart researchers who don't know how to properly structure a lecture course teach us

Make sure the assessment mirrors the skills the degree is supposed to prepare the student for (e.g. academic research for science degrees, legal practice for law students, etc).

Digital Transformation

Reduce and maintain student-staff ratios at a level of, at most, 15:1 across the university.

Focus on science and engineering

to increase salaries or compensation to lecturers

Employ the best TEACHERS, regardless of their research prowess.

prioritise the teaching ability of academics - as opposed to their research publication or administrative record.

qualify and diversify staff

Digital resources

A more streamlined, prescriptive curriculum

more small group interactive teaching and fewer 50minute lectures

More support by tutors to students - prioritise students first, research second.

For Chinese students, performance increases dramatically after a semester or a year abroad, especially in English-speaking countries .

meaningful recognition of extra curricular achievement

Action Learning / Engaged Learning approaches

Work with partners in the Russell Group to develop our own approach to measuring the quality of teaching

Submit all coursework and exams online only.

closer cooperation with top USA universities

Staff that focus on teaching and learning and are not trying to split time across research as well.

Students and academia need to find a way to re-develop a new socio-economic system that will give a future to students whose degrees will probably be worth nothing in the next few years given rapid changes in technology, for instance.

Making more use of the expertise and experience of alumni

Suitable teaching space

Reduce workload of teaching staff

Build teaching/learning/pedagogy/curriculum development into the workload model to ensure colleagues really have time and space to think and innovate in their teaching

Spot observations and student feedback, and an understanding that teaching continues in tutorials not just lectures.

High quality, standardised lecture capture across all modules

More collaboration with students ensuring time for students to focus on their own wellbeing. Currently not a lot of flexibility.

Splitting larger full year modules into more manageable shorter modules

Separating the teaching and the research

Increase support systems for students

Improved facilities

Create a Learning and Teaching Excellence Centre or other name, linking education experts, learning technology, academic support, TEF and education excellence, innovation leaders, development and training. And include students!

Not just pandering to student satisfaction. By way of caution, student assessment of teaching in a module has been shown (in the limited number of studies done) to be positively correlated with achievement in that module, but negatively correlated with achievement in follow-up modules.

Get the best research/researchers we have more outward focused and sharing more of the cutting edge things they are involved with as soon as they can

Less coursework spread out equally throughout the academic year

Get our infrastructure to high standard, and ensure all students have access to the right resources

Funding

Research experience for UG students, not just some sort of 'fake' or 'simulated' experience, but a brief glimpse of real front line researchers.

Reduced assessment

Actually fund the labs properly with decent technical support: especially important for the final year project.

Work with excellent schools to understand how students learn and make use of recent developments in teaching

Include how to apply received learning in the 'real world', how to use knowledge in industry/business.

the one that I think will have the most negative impact is having programmes developed with employers. This could turn into a dictation by employers who will manage the type of things we teach which could jeopardise the degrees in Humanities and the Arts, which are also vital to the university and the community as a whole. Employers collaborating on programmes would be detrimental and would (in my mind) involve a monetary factor in education that is not necessary.

To have more practical based learning.

Invest in staff so that they feel valued

Stronger academic inductions that sets out the requirements from the start, making clear what the student should expect from the school and what the school will expect of them. Also informing them of how to get help.

Lecturers who inspire students through the quality of their research.

Employing more teaching specialists

Younger teaching staff who are more in touch with the real world

Quality teaching facilities, where wifi works, lecture capture works first time, video conferencing to dial in speakers, individual charging points for students, spacious rooms with room for bags, books and desk space for taking notes, temperature controlled rooms, sound proof etc

Stop the hubris on forcing 'creativity' in an abstract fashion and let students understand the criteria and how professors view essays and grades so the student can focus on learning (I'm thinking of the social sciences here).

offering a more diverse range of courses and most of the above

Comprehensive evidenced-based adult learning approaches which include experiential, group work, individual, digital and robust supervision/pastoral care. We also need to remove mobile devices from lectures as they do in colleges and schools.

Mental health support

A smoother time-tabling system.

Modernise the methods of teaching. Blended, flipped, considerably more student engagement, increase opportunities to have explicit digital and academic literacy and skills development embedded within the curriculum.

student participation not merely didactic sessions

Having positive and confident inspiring lectures

Better provision of study advice to manage being a student in the 21st century.

Somehow developing the Undergraduate Lectures where the Students have to be more proactive and not just sit there and listen and take notes. Humans are designed to lose interest momentarily after 20 minutes if they are being forced to listen to somebody talking for several hours. Unless they too can play an active part which requires them to move and literally take part during the lecture, then the lecture will not deliver as it is meant to. Because it's just somebody talking and the audience listening.

By listening to student needs with curiosity not contempt and reflecting back to them along the lines of "you said, we did" approach to actually making changes.

A shift to a digitally supported education that ensures accessibility in and out of campus classrooms
Recruit better staff

Restoring School UG offices to link T&R staff to students. Its too remote via Student Services alone

Improve the quality of teaching in the middle ground of SET performance.

More student support by employing more staff

Not mollycoddling them,

understanding the need of current students and adapting to new styles of teaching

We need to empower staff to be more bold and creative in how they teach.

Weekend lectures where industry's finest could be brought in to give life experiences
Dedicated support from course directors

Moving beyond the standard teaching formats to involve UG students more directly and extensively in research projects

Regular and supported staff development opportunities
Increased investment in teaching staff and School-level administrative staff
Give excellent teachers the status and voice to influence how we do things (research performance is important but those who excel at teaching should be in leadership positions to shape the thinking).

Working alongside employers for future employment prospects

make lectures compulsory attendance is key!
Stopping SET and making SEM the norm and responding openly (including rationalizing no change) to suggestions.

Many more smaller, more specific, modules with lots of choice

Introduce modules advertised to all students to teach general skills that could be useful, regardless of what course they are on: e.g. basic computer programming, finance, how government works etc.

Teaching in appropriate, supportive, well equipped environments

lower study fees

Have exams and questions reviewed and re-written by ex-students as opposed to just professionals.

More personal attention

lecturers to not read out the slides and mumbling. They should prepare the lectures beforehand and show understanding towards their module. [text redacted]

Get some happy satisfied lecturers who are not completely overworked.

Class engagement

Each degree should have at least one on-line module per year

a more local experience (lectures, etc, focused in home school)

a better student - staff ratio

Teaching staff genuinely valuing students rather than see them as a hindrance and waste of time

Re-building Hallward Library. It is too small.

Greater opportunity for students to talk to staff in small groups or individually.

Incorporating different teaching strategies for lectures

Cast net wider into the non-academic world for teachers and lecturers

Allow more creative freedom to instructors by decentralising teaching regulations to discipline-specific pedagogical models.
distance and flexible learning with options to gain skills relevant in fast changing global economy
Realistic/reasonable workloads that allow staff time to prepare/deliver/support quality teaching and give us back the huge quantities of time we now spend on admin in the wake of the Project
Transform removal of our excellent admin support
Reduced curriculum choice to enable better timetables
More support for the pedagogical development of teachers.

Stop offering modules because we always have. Be creative in our offering, and make it relevant

Grade point averages
appoint more Professors of Practice

Have a half-term when students can have a rest from lecturing and come back refreshed afterwards; this time the duration between first semester exams and Easter has been too long for both students and staff

Inclusive learning practices
Take action to reduce class sizes so that small group (=/- 10 students in seminars) becomes a reality.

Create more spaces where students and staff can create, discuss, and collaborate. There are so many areas which are restricted to graduate only or staff only. We must stop creating these unnecessary barriers to interactions, for the conversations that are had are what drives our university forward. More importantly, we probably need to stop putting such a big divide between UG, PGR, PGT, Staff, Associate. If you are part of the university, you are part of our people.

Continuous assessment
In Malaysia, we rely on PhD students so treating them better to improve their learning experience would be another radical idea. Many teach something like 90 hours per semester with no extra pay if they are under the university's scholarship, most rely on fundamental equipment that are not maintained, some equipment in disrepair or not repaired, with no technicians with expert knowledge. Some have had to pay with their own money for transportation to use the equipment in other institutions outside UNM. Our location is far from many many other institutions and many PhD students are paid peanuts. PhD students learn to operate and maintain many equipment by themselves and teach others to use them - apprentice researchers are teaching other amateur researchers to operate our equipment here. Spare some funding to repair all equipment please, train technicians to use all equipment, perhaps buy more equipment so the postgrads don't share equipment with undergrads - some postgrads come in beyond office hours just to gain access to equipment, and please make the IT services better too so students actually have basic equipment like laptops that are suitable for their needs as well as access to more online journals and papers.
Use more technology

attendance monitoring

Employ people who are excellent at teacher. Reward staff who show excellence in teaching and give parity between teaching and research.
Really examine workloads and free up time for good teachers to teach- support them and reward them, but also let the researchers get on with their amazing research

Engagement with employers to shape courses and understand opportunities students will have.
Recognise that students value contact time with teaching staff, and increase opportunities for this to happen

More access to modules outside of your core degree

Academic staffs better understand the changing pedagogy and lectures videotaped and available on moodle to students

Apply mobile-based ABC (adaptive, blended and collaborative) learning and enable our students to stay curious, critical and creative so that our graduates stay ahead of others.

more optional modules offered to Y1 UG students

Cultural exchange

At UNNC, a requirement for an IELTS (or equivalent) score - either 5.5 as an entry score or 6 at the end of the Foundation year

Make student contact time with teachers longer by employing more qualified staff.

Have more engaged staff who demonstrates high level commitment and moral values, show zero tolerance to those professors who "cut corners".

increase the staff to student ratio

Guaranteed mobility across our three campuses.

More practicals, and more interesting practicals, so they can learn basic skills and get more hands on. We are getting MSc students who have studied here and have very little lab skills.

qualification of teaching staff

more focus on how students learn as opposed to what we are teaching

The use of MyNottingham

I don't teach and I know we pride ourselves on treating the students as the adults they are, but I do wonder if giving more structure to our T&L (eg compulsory attendances and registration) at least for key modules would lead to a more rounded experience for more students.

SETs have a negative impact on teaching; use a better feedback system

Not new facilities, no online, but investment in teachers who are inspiring and committed to the very highest levels of excellence.

More teachers who care, and more female academic staff as role models. The culture changes a lot with a balanced staff gender ratio.

Celebrate teaching staff and incentivise them to create and deliver modules which are not just the same as last year and focussed around Powerpoint - let's really become a centre of teaching excellence.

Passionate staff across all areas of delivery more consistently, so all students have teachers who are inspirational.

Allow good lecturers to teach more

The above!

Cancel the SET system and provide more teaching training opportunities

Revise number of books that are main textbooks for courses. As a student, I couldn't get hold of a textbook for a month as there were only 8 copies in the library for almost 200 students

Making sure that our programmes have proper approval from the proper authorities in the country before they are mounted.

Including students more in the teaching process (such as flipped classrooms, etc)

Collaboration with similar institutions overseas
better equipment that is up to date for teaching purposes.

Practically applying knowledge to real-world scenarios.

More links with business, perhaps through local partnerships with business or FE colleges offering alternatives such as higher apprenticeships

Better approachability of academics/researchers etc. There is a perceived hierarchy in many areas in which these groups are comfortable being un-contactable and MIA, and perceived superiority to others. This creates bad feeling between groups. These groups to work with each other and not in competition with each other in the teaching space.

Introducing new technologies in the classroom

Make those difficult decisions which many academics don't like - make them more visible to students, push through changes in teaching styles. remind them they're here for the students.

Support (e.g. funding or arrangement of placements etc.) for every single student to do a research, study or work placement abroad, away from their home campus.

More collaboration with industry experts. We sometimes seem to exist in a bubble..

Healthier students, more walking cycling and sport to balance the inactivity of sitting in front of screens so much.

more affordable fees. More affordable / flexible ways to fund the fees
Easier access to content for students and staff

show the link to KE

more soft and people skills as well as rigorous academic teaching

Increase "hands on" teaching and learning. Students always comment how much they enjoy doing. the biggest impact we could have on the student experience, and hence NSS scores etc., is to make the students feel like they have an academic home. This means prioritising individual relationships between students and academic and administrative staff in individual subject areas. Administrative units within the university should be smaller – faculties and giant schools which sprawl across buildings and campuses are not efficient, and they engender a faceless sausage-factory experience for students (and staff). Give us smaller schools or departments, with a discrete physical home, and local administrative expertise with a human face. Give us small groups of academic staff working with smaller groups of students, and research and teaching will automatically become better integrated because all concerned will feel a better sense of community and collective endeavour.
smaller cohorts

get purchasing to process things on time, students are constantly waiting for them to do their job
reward excellent teaching / teachers
Instead of just teaching theory teach also how the theory can be applied.

Maintain standards and stop changing things to gain a better score in the NSS

Flexible and agile tailored degrees and double degrees

Create more opportunities and flexible environment for high quality UG/MSc students to carry out projects if they are keen to do research

Students are not best placed to ID what they should learn. Easy subjects and spoon feeding may be favoured by students but this does not always equate to better outcomes. Challenging students may result in lower SET scores but have a better long term learning outcome.

Get rid of lectures and replace with online lectures - all contact time should be in smaller groups and encourage active learning

Facilities fit for purpose and of adequate size to accommodate classes

Teaching / learning tailored to student preferences.

Increased collaborations with external stakeholders

More innovative ways of delivering teaching material (such as problem based learning) and assessment with more opportunities for formative assessment

More rigorous assessment of curriculum

Better teaching spaces allowing cleaner and more simple timetables.

Make more of an effort to communicate the levels of support and help available to students

Removing centralisation of student support, so they feel more part of their degree, and reducing staff workload to enable them to give more time to improving student experience.

Giving the staff sufficient support to be able to teach well

Make problem based learning the norm, remove exams have continuous assessment in problem solving/creative tasks

Sort out all the admin/bureaucracy failures that plague us; timetable, dodgy room facilities...

The quality manual recognising the diversity of students and the programmes they are studying. It is very focussed on UG home student.

More online delivery

Our degrees should be a badge of excellence and a distinction of honour for our graduates

Sense of belonging, labs, seminars lecture etc all delivered in same building + social space

Allow students to flexibly specify their degrees themselves, i.e. allow the self-assembly of multi-disciplinary modules.

More face to face time with tutors

Innovation towards alternative/future proof teaching styles, e.g. integrating online/digital learning. Modernised facilities at the medical school

Caring, supportive and transparent performance management, accepting that everyone is different and have a clear understanding of their contribution to the university.

Ensuring all academic staff acknowledge the importance of students and their education.

Control upon module design

More continuity and students feeling valued

Improvements on slides' content

More relevant and effective modules that take into account industry needs and students' interest

Improve/proper maintenance of facilities and re-design classroom with latest teaching technology

Getting better lecturers as the lecturers in the university of nottingham malaysia campus engineering department are horrible.

Deep engagement between lectures and students

More empathetic teachers

A more engaging approach towards teaching (e.g Kahoot, Workshops, Facilitated assignments)

Focus on a more modern, innovation, skill & ability based teaching rather than traditional, standardised lectures and seminars.

Curriculum design that nurtures a research mindset straight from first year. How to Referencing, look for information on mendeley, how to write academic papers, what is the significance of a methodology. When students learn these aspects late. They never get the knterest to pursue research or have that mindset triggered.

Strong involvement between research body and students

Improve staff number which ease the job of lecturers and evens the jobs to cater students and will not trouble both parties.

include cyber-physical systems in teaching and learning

Increase or enhance the content of practical sessions of all courses that would give students an exposure to what could possibly be in their future careers

Have a strict selection for the lecturers.

Action based learning to engage students (See, Listen, Do and Improve)

The method of teaching. Instead of giving just textbook knowledge, critical thinking skills and handyman skills.

smaller class sizes.

Better Lecture theatres and seminar rooms with up to date AV kit and cutting edge lab equipment - we are at a cliff-edge with CORE teaching & research lab equipment at the moment!

Recruit more academic staff and distribute workload better within existing staff to manage student number increases

provision of studying resources must be independent of the lecturer's interests - all modules must provide similar amounts of resources (e.g., if one module provides past year papers, others should too)

Get expert in the field or industry to teach, actual practitioner

Having rooms which do not smell (student feedback).

Experiential learning, particularly with the industries.

Have at least some committed to teaching staff in key positions in the dept and faculties. Too many staff are promoted based on research who don't care much about teaching. Some told me to not waste time of teaching, just do enough to get by.

remove 24h access to libraries at exam times - counter productive to message of getting sufficient sleep and not focus on cramming - and huge peer pressure to cram last minute. We have a number of students that perform a lot worse in the last exam than in first where exhaustion and lack of sleep appears to have a huge contribution - and subsequent big impact on mental health

Students on UNNC campus should be informed about the British style of higher education prior to they decide to apply for the degree programme.

Make the most of the collections held by the university in teaching; they should be something unique about the Nottingham educational experience eg if you want to study DH Lawrence, Nottingham should be the place students want to come to

picking up from the need to be more hands-on, discovery and self-learning based, complex, interdisciplinary etc - this takes time. more project work is more more contact hours in smaller groups, more meetings in different groups for the students, more reading and thinking - 12 weeks is not enough. we need to make the teaching semesters longer; if we want to be radical: scrap exams and exam periods which take up almost half of the semester; lecturers who absolutely must have exam like assessments can schedule them themselves as 'class tests'. just imagine the publicity - first university to scrap those old fashioned exams, in those old fashioned paper books

Listen to students when they express concerns about the standard of teaching

For all staff to recognise the importance of good teaching and to have annual objectives on how they intend to continually improve their teaching approaches

Give more freedom to students by creating an open credit system which is followed by North American Universities.

Give more freedom to students by creating an open credit system which is followed by North American Universities.

No more group work.

Smaller interactive classes

Balance view of students on the equal importance of theoretical and practical knowledge

Co-creation of T&L

Build incubator in campus

We need to review of assessment, to avoid over assessing our students

Replacing SET by a teacher's statement of own teaching objectives and evidence of achievement of these objectives.

Hands on activities, more tutorials - currently limited to 2 seminars for most modules, at least in the business school.

Flexible timetables

A greater variety of technology employed in lectures and tutorials would increase students' digital literacy.

Valuable methodologies for academic staff to improve.

Hire more academic staff, reduce student numbers (not very pragmatic though!)

make marking criteria more clear, so that students are evaluated fairly

Reduce the number of modules with more than 20 students

Teaching and research given equal weight in terms of organisational priority and in the minds of staff.

Either more tutorials or more teaching seminars for professors, some subjects are harder to learn than by oneself because teachers struggle to explain what to them is obvious.

Less politics among the staff

Better lecturers in Malaysia campus

Encourage open independent learning. Students in Malaysia today still rely on their academic advisors and conveners a lot. This is a market need which the country require.

local students and international students share more...

Student involvement in curriculum design

NA.

Anything that will focus students on learning and away from grades; anything that makes grading and ranking students less important than their learning

Less modules per semester, more contact time with materials learnt.

give more freedom to overseas in curriculum design, learning, teaching and assessment

allow autonomy in development of curriculums / modules that meets the need of the country's strategy.

Give them more time, focus less on credits, replace written with oral exams. They are harder to learn for but you have to know better what you are talking about and improve the quality of students in the long term. They also teach how to face an admittedly stressful situation - which is also an advantage for later employers

Invites to postgraduate Work In Progress/similar sessions, with an explanation of what they are, from day one at Uni.

Use the data we have to help us (PS, Academic and students) understand what support the student needs to get the best experience and degree they want from the University.

A stable wifi which will not only appeal to students enjoyability, but also the uni's facility and programmes such as instatt

Properly engage with staff over what they need in the lecture theatre and stop handing down dictats. E.g., no paper handouts, electronic marking etc... trust your lecturers to know best how to deliver material

Give me access to all the material online, make my personal tutor accessible to me when I need them to be, and tell me when I am doing well and when I am not doing well and how to improve....feedback is very important to me.

n/a

Knowledge sharing and exchange

study abroad for all students

Before the design of each module, invite some potential students to have a focus group to know more about their backgrounds and needs.

more money for student led projects (eg through Students as Change Agents/Student Experience boards)

Make clear the value that the University sets on high quality teaching.

working in companies for short times

more space like teaching and learning building.
Digital technologies

Balance staff time better so the two are not in conflict, but are mutually re-inforcing

More student and environment led learning- if something affects us as UoN, incorporate it, if students want to make changes and lead their learning, facilitate this. Much greater power and emphasis given to students and Course Reps, to empower them to stand up and change their learning. More conversational learning, less being 'told'.

More student and environment led learning- if something affects us as UoN, incorporate it, if students want to make changes and lead their learning, facilitate this. Much greater power and emphasis given to students and Course Reps, to empower them to stand up and change their learning. More conversational learning, less being 'told'.

Preparing students for working life

If the timetable could be sorted out, that would hugely improve the experience of both staff and students - I understand that things were better organised this year than last, but there is room for improvement.

engagement with actual research

An ethical, online & respectful learning environment.

Allow undergraduates to have the opportunity to engage with research being conducted at UoN. Think about, gain intelligence about what employers want, could have and design our courses around this outcome.

Spread teaching and learning over a longer period. Currently it is squashed into a very short period. I doubt that there is really 600 hours of study time per semester.

encouraging ageing academics to engage with technology rather than complaining about students' requirements.

A change in ethos of education committees so that the expertise and experience of more academics can contribute to curriculum design and good teaching practice. In my Faculty this is very poor

Happier staff

A willingness for Personal Tutors to meet with students more often.

more small group contact with assessments that reflect this

Ability to take modules at other institutions/over longer than 3 years.

Better assessment methods that reduce the burden of assessment for both staff and students. More competency based assessment that shows a student is able to complete the work but doesn't necessarily require an examination. The unbundling of degree programmes and a move away from the straight jacket of the traditional UG/PGT system. We have managed to do this for PhDs, e.g. PhD by publication EdD etc so why not for other degree levels.

Setting out consistent ground rules at the start of every degree course about our expectations of students in terms of engagement and attendance, as well as communicating what our expectations are of a Nottingham graduate on course completion.

Actually listen to their feedback and make changes to their experience on that basis
The implementation, articulation and embedding of a high-level, learning design framework.

Shorter degrees - more focused learning in a shorter period. Prepares student for working life better and the saved teaching costs for a third year would balance the decrease in fees retained

consolidation would have the greatest impact, so that business as usual operates smoothly; this would make interactions less fraught and create space for further ideas/ making the best of what we have

A clearer statement about the purpose of a degree and the responsibilities of the student in achieving it.
Regular curriculum review to a set template with identified expertise available to help Schools in responding to review

Devolve more administrative and welfare provision to schools, to produce a more personalised, humanised approach to students.

Better accommodation (both living and teaching).

Many more teaching staff having a good grasp of what counts for effective pedagogy in their discipline - I'd like to see us set up again and appropriately resource some kind of 'Centre for Teaching and Learning' to facilitate this.

Stop telling staff how to do their jobs and create a culture where we feel supported in trying new things (the TTP started doing this, but then no one now cares about the huge work that was done on it, and the culture of everyone being mandated to adopt the same best practice irrespective of personality, content, relevance makes staff feel undervalued and leads to a tedious averageness). The environment in terms of learning space, social space and private space; these spaces require updating to reflect modern ways of living and working.

Allow academics sufficient time to prepare and teach effectively, and recognise good teaching in promotion criteria et al.
We should focus on the consistent use of Lecture Capture and electronic assessment
Flexibility in design and delivery to increase modes of study - will be more comparable to the future workplace

Breathing space for staff - time to enable reflection and improvement

Ask students and staff to study the University of Nottingham and the city of Nottingham. Allow use of internal data to both students and staff and invite local partnerships and global actors to work with students and staff on self-formulated projects. Feed this into the mechanisms through which the University is analyzing itself administratively.
A much larger proportion of mature (i.e., adult), part-time, students.

One to One Tutor Program During All Study Time. Each student should have a staff to support them during study time and even after their graduation.

Greater flexibility e.g. lecture capture, distance learning, part time study..... across all courses

How should we create stronger connections between the University's research and teaching. NOTE, this question also appears in the teaching and learning section. NOTE if you are responding to both ...

I question this objective. Why is it assumed that there must be a connection? We research things that have little application in UG teaching. We teach things that are in demand but where we do little research. And as for Q33, that is an example of a false dichotomy.

see Q31

Give academics more time just to take a breath! There is so much pressure placed on academics to serve many different lords and masters, it's no wonder they don't have time to take a more strategic approach to linking these activities. Removing some of the administrative burden would be a start - people are still feeling the impact of the perceived (rightly or wrongly) loss of administrative resource when this was centralised.

Support the Graduate School review

Funding for and focus on comprehensively planned & thought out research to support teaching practices.

Answered above

Allow to teach small classes at Level 4 on hard topics at the front of the current research

At the moment worse than zero sum - there is no recognition of opportunity cost via teaching load - employing one teaching-only academic to free two researchers for focussed effort would pay dividends in multiples!

See above!

Answered previously

It is much better to focus on real fundamentals (textbook delivery) at the start and then switch towards a more research-oriented delivery, for example, in final year.

Focus at Level 3 on links between research and teaching.

I think we should try more co-convening of modules, and more co-teaching of modules. At present some Schools have a very old fashioned view of one member of staff= one module. I don;t think it needs to be the case. In this way, several staff research interests could be fed into a module. I also think the admin burden on one member of staff is too much - this should be shared in some way. I agree that research and teaching should be aligned, but I think this needs to be at a strategic, not just individual level. 'Aligned' should NOT be taken to mean that each member of staff must be world leading at research and teaching and KE. This pressure is what leads to staff disengagement, mental health problems, sickness problems, and resentment of management. I would be in favour of having Readers again, for those who want (and are able) to concentrate on research. The WLP has its merits but it does NOT solve this problem.

More research active academics delivering teaching.

YES! Research-led teaching should not just be about teaching on individual staff specialisms. The key is to bring cutting-edge, multi-disciplinary research into the classroom, and let students participate in the way in which new knowledge is actually created.

Give academics more time to focus on research and teaching and less admin. Allow innovation in curriculum breaking the barriers between cost centres.

Aim to be world-leading in focus areas that have the biggest impact across society - and at a global level

Intra University Digital Conferences/Seminars, Grants for 3 Campus Research

Students need to do more field work.

Job shadowing

Please emphasize on practicals and applicability of theories

Not view them as separate, competing businesses, we need to lose the perception that Teaching pays for Research, even if that's true it's not important. We're a University, we do teaching and research, we can't (or shouldn't) do one without the other.

Better resourced laboratories for the final year projects and masters: this is often the entry point into research. More PhD studentships.

Need to focus on blue skies research. Ultimately this leads to the greatest and most important discoveries for society

Ensure that facilities exist where all staff and PhD students can work and talk and discuss instead of separating them from each other

Sadly there is still a gap between research only staff and teaching staff. This is one reason why I am returning to the NHS after 12 years as a researcher because I am treated as secondary to teaching staff. The university is not a research focused university and this shift has been more apparent in the past 5 years. There is a trend towards the commercialisation of research and not the ethical or social impact of research, especially among fields such as palliative care and ageing. Whilst economic growth is important so is well-being and a sense of a life well lived. The questions in 36 are symptomatic of the current ethos of the research community at the university with not one question about sustainable communities, caring economies or fostering a global community.

Interdisciplinary Research Clusters

make it possible for research active staff to teach in terms of workload and wellbeing
Offer more joint-degree programs with other research intensive uni. Form research labs. PhD /Master student exchange
Give research greater prominence across the institution via imagery and information

finding ways to link both areas and maximize the output for the benefit of the university

Instead of work load distribution consider how colleagues can develop teaching based on their research

Formulate projects for students that can contribute to larger research agendas

In aspiring to accurate and responsible data collection and analysis

Our students should certainly have an appreciation of research and KE - put it in the lectures and courses - internships

Take more advantage of Post-Grad students' experience when developing courses, the memory of being taught students is fresh in their mind.

could put some real research problems in to teaching part - not necessary a solved problem.

Provide easy access to share research seminars, workshops across all 3 campuses (especially those offered by the global ecosystem such as Institute for Policy and Engagement, Asia Research Institute etc)

Yes

Sabbaticals (based on number of years of service) for eligible researchers/lecturers are urgently needed.

The only important thing is addressing the crisis in science. This is through teaching the scientific method; not just other scientists results. And importantly, we must stop teaching statistics as a discipline to those needing to do science; this practice is the cause of the scientific crisis.

Get rid of the different contracts and have everyone focus on research and teaching

See 33 above.

Look at developing more Masters level courses in areas of research excellence. Look at developing professional development courses for external delegates that attract fees but also raise the profile of the university.

not sure

Fundamental areas should be fixed before we continue exploring this.

Every student should be trained to do research even if the curriculum doesn't require it. We need to instill that research is the core value of the University, it is from research that the world can be better in the future.

Respect time for research, expect research to inform higher level teaching

Collaborative practice with businesses.

More student experience of the research environment (tours etc) and more focus in lectures on the research being done within the University

more communications needed across the 3 campuses as well as across the faculties internally and a consistent strategy is very important.

Allow for more expertise to be reflected in teaching

More freedom on creating new modules and designing module curriculum.

Ask the academics and listen to their answers.

By not having matrix management structures and removing management of research into research groups which are outside of the school. This is very, very stupid. I was told that it was normal for

academics to have to line managers, one for teaching and learning and one for research. Where has this model ever worked? It causes a management nightmare and increased conflict between T&L and research. I do not have a problem with research groups (in many cases these are good), but do have a problem when research is then managed in these groups.

Fundamental research needed to be substantial supported

World-leading and cutting edge developments to improve society easily integrated into the curriculum

See above

More freedom to review compulsory modules

more collaboration between academics and technical staff.

Be more flexible about what lecturers teach. Encourage them to bring in their research as examples where it is appropriate.

Create more opportunities for undergraduate students to gain awareness of our research activities including tours of relevant research facilities, presentations by research staff as part of curriculum, etc.

Simply set a requirement that a module has a demonstrable KE component linked to the Impact case studies of REF

Greater links with alumni to boost industry links, more placements locally and with businesses which involve alumni, greater recognition of research achievements and increased events on public understanding of these achievements. Ensure 'utilitarian' is no longer perceived as a criticism!

research what we teach

invited lectures / seminars from researchers

Research led teaching- giving teaching opportunities to researchers and research opportunities to teaching staff and students.

Research needs to be properly supported to allow realistic support for grant application success, which will enhance the connection between Research and teaching.

allow researchers to teach on any course where they can teach within their expertise, rather than trapped in schools

Research should inform all our teaching.

Employ R&T rather than T & L; greater investment in student projects and MSc courses

Shared office space or location of both teaching and research teams in same building at least. Joint team meetings with news sharing and updates

Require more lab space which currently is the main issue in this campus. Insufficient lab space creates not comfortable/unsafe environment to students and teaching process.

Collaborations will be identified by research students mostly because, they are doing the work and they know what they might lack in terms of technical support. This information they provide will help

create connections with other sources of knowledge. Publications together. Inter-campus research activities and transfers.

Improve support and finances to encourage collaborative research and teaching across the three campuses.

streamline the access of resource across three campuses e.g borderless access.

Tricampus conference

Identify and resource clusters of academics with an international reach

Our research should tackle key global challenges and our teaching should also reflect that - SDGs are a good starting points. Other HE establishments are doing something already.

already answered above

Recruit academics who have research interests in our collections. These collections can then be the focus for their research and teaching. Modules can be built around their research interests and the collections used for student placements, dissertations and then postgraduate research.

research-informed teaching (especially industry-funded research can help inform the design and co-creation of immersive curriculum, especially in emerging disciplines such as AI, FinTech and blockchain; CPD as a precursor for research;

Increase training classes/tutorials on journal writing for PhD students

Increase training classes/tutorials on journal writing for PhD students

Identify research areas and identify the programs they can make an impact

Try to involve students for research

Flexibility in new module creation

Show to colleagues good examples, especially those appreciated by students

We need to show our students that theories we teach in class are relevant and useful in practice. Results of research projects and consultancies need to be integrated with the theories taught in classes and also highlighted using posters, videos, social media, etc. on the corridors.

Done before.

New Knowledge Exchange Strategy with both local university committee and also externally

See Q33

Review how APM staff contribute to research and teaching. They are often excluded from funding and decision making.

Encourage inter disciplinary and inter institution research and teaching with minimal bureaucracy. It is troublesome for academics and administrators to follow through the workflow without feeling overwhelmed in the end.

when teaching or creating a module, professors should think about how to incorporate his/her researches (methodologies, findings) into the teaching.

as above

Get more PDRA's and PhD students involved with tutorials and teaching sessions.

explicitly mandating research-led teaching would be a good idea

n/a

see above

Let staff teach what they do research on

Include research as part of teaching curriculum

Including research information in UG degrees so students are aware of what research is and how it can be a career for them, within the Faculty I am based, there is a lot of research going on, but many of our UG students are unaware of this, we seem to want to push them towards industry rather than research.

Ensure researchers are required to guest lecture

Decisions on Research are taken in isolation from those on teaching (and I suspect vice versa). Those making decisions on Research have no visibility on what the teaching priorities or pressures are. Ensure that at all stages of the teaching/research lifecycle the two do not conflict and that academics have sufficient time to do both. Hire Teaching Assistants to help with some of the teaching burden

Make sure current research is profiled in the curriculum

I think that the best way to do this is probably pretty obvious: through research-led teaching. That would in practice (at least in my discipline) mean more second and third year options which rotate more frequently.

The research active staffs should be teaching their area of expertise.

Undergraduate dissertations. MSc dissertations and advanced courses.

Collaboration with local employers

increase the focus on more applied nature of both teaching and research as this would help illustrate impact from research and teaching

All internally funded research, either via QR or grants e.g. to Beacons should be able to demonstrate the ways in which they contribute to new programmes/modules/student skills development. This should be part of the assessment of any large investment in research projects.

involve students in research

Involve students much more as participants in our own research projects and make dissertations compulsory for all undergraduate students,

UoN has a good system, where students can project the design of their projects and finance.

Students at all levels should be more involved in the research we are doing

(see above)

Response in teaching section.

Have the top tables actually make decisions about priorities and decide how much time they want academics spending on research, teaching, KE, and admin - and allowing them time accordingly. We should increase the number of spaces where teaching and research can work be co-located as demonstrated in the Advanced Manufacturing Building. We should make a stronger connection between our world class research and the marketing and advertising of our Undergraduate prospectus.

Good research AND KE should be reinforcing the value of the material being taught. Should never be distinct activities.

Sending staff (R&T) abroad to teach in international university and getting staff (R&T) from abroad to teach in UoN

Which aspects of knowledge exchange should we prioritise? - Other (please state)

The University desperately needs some kind of CRM facility to capture all of the discussions that people from a huge range of different departments are having with industrial partners. We need to streamline the conversations we have with industry around KTPs, placements, collaborative studentships, CPD provision and consultancy! Many business will be being contacted large numbers of times by different people at the same organisation

KE is huge, does not come entirely (or even mostly) from research, and includes a lot more things than listed above. We already do all the above and a lot more - all of these activities should be encouraged. The main priorities in KE are to record it and to celebrate it. It has to be separated out from research and taken more seriously.

support for businesses should be a priority, but not limited to locally - needs to be based on how it fits with University aims or research objectives

Give people with drive to create impact an explicit workload allocation to deliver it - otherwise it's effectively pro bono, and comes at either a personal or professional cost

Should increase amount of public and policy engagement on environmental sustainability issues. Always have an impact plan for research - and if outcomes are not to be protected or commercialised make available open source.

More KTPs

Civil society organisations - they are always missed out
Please keep some funds earmarked for blue skies research.

Your job is to teach your undergraduates. That's your MAIN job. Concentrate on that.

We could now look across the three campuses and identify core areas to strengthen and address specific UN SDGS – linking the locations and leveraging diversity while providing international outlook for local issues"

Community engagement

Public engagement with heritage and creative arts

KE should be given same recognition as teaching and research

Does the School of Law have strong working relations with the Courts in Nottingham? I was very impressed to read recently of how the Veterinary School is forging strong links with the RSPCA Radcliffe Animal Shelter. It's a win-win! For both parties. And is genius for whoever had that thought.

Nott is a global university not a local one. So please employ more resources on competing with other top uni in the world.

Using our expertise to help local people and civic agencies to deal with local issues and problems.

Continued support of more theoretical/abstract/non-applied research is CRITICAL, as this provides the knowledge fundament on which all applied research (in focus above in 36) is based. PLEASE DO NOT FORGET THIS.

Exchange of knowledge with institutes, such as Rothamstead, including opportunities for undergraduates to do short projects there

UNNC really needs a professional leader and team to run UNNC Knowledge Exchange

There has been over-emphasis on KE in the past three years at UNNC. I would like to suggest that we we focus more on true academic research, rather than KE.

nil

A university should not have a focus of Blue skies or solving a practical problem - these should be blended to show our TRL breadth from 1 through to 9

UoN internal KE - Priority

none

Postgraduate studentship funding and facilities support

International industry collaborations should be given a much higher priority

All the aspects in question 22 are addressing the development of business and technology; there are little element of promoting knowledge dissemination in terms of pure and fundamental sciences. I wonder whether business and technology are the direction of the University development now so we are more like a combination of poly-tech and business school than a comprehensive higher education institute?

CPD should be considered, as it builds trust with partners and end users and can be precursor to research. It improves 'productivity' and make help inform the curriculum development.

While we focus on KE and applied research we shouldn't lose focus of basic research and in particular apply it across board for all faculties/staffs in terms of them for creating impact. Some folks are good at basic research and some are good at applied research with KE potential. We ought to nurture both.

Those questions above are very discipline-focused with a strong leaning towards utilitarianism and are not as relevant to the arts and humanities/social sciences.
Students participation to these activities if possible

N/A

Joint research programs

Not sure where this fits but in trying to recruit the best staff Nottingham could really set out its stall by trying to provide a pathway for researchers from PhD to permanent academic post (accepting there are far more people than jobs). This transition is increasingly problematic and almost impossible for mature students to navigate due to their financial commitments. In the same way medics have 'run-throughs' to consultant why not provide the best post-docs / PhD's with opportunities to gain a teaching and or research based role. Such opportunities could become highly sort after and with proper support and training produce excellent lecturers / researchers of the future.

I think that most of UK universities including Nottingham should learn from American universities in terms of working together with faculties in commercializing those promising designs or ideas, and be open in the discussion of the share of ownership of the spin outs between the university and its employees.

For question 39 - we should have both, you can't have one without the other.

Movement of students into local businesses

re question 30 - the premise of this question is wrong. We should focus on all points on this continuum to ensure a strong pipeline of research

better internal and tri-campus research information sharing system to distribute funding opportunity and partnership

From my point of view, it is important to be involved in applied research. It is equally important to allow lobby free research, to avoid bias and fundamental research.

some disappointment was expressed about how little there was asked about research. One is about teaching and one is about KE

The "knowledge exchange" agenda is at risk of being appropriated as part of a politically driven project to make higher education (and education in general) subservient to private profit. We are a public service and our focus should be on making our expertise available to the public, for the public good.

I don't have a good understanding of KE. I think that the University does not currently do enough to support the 'blue skies' thinking that is necessary for future KE. KE and practical work is well supported externally, but we need to generate the ideas to leverage that. Those of us at the more fundamental end are struggling for oxygen on many levels, and that will be a problem for all research in the future. There was a great article in London Mathematical Society a couple of years ago showing how the top down dictating of what needed to be done led to generations of underperformance in Soviet maths and science. We are heading for the same scenario and the University is not protecting us from it.

Important to note that students are "agents of knowledge exchange" when they are out on placement/on internships - particularly those which relate directly to their subjects of study, but also when applying skills gained through their studies.

knowledge exchange across the HE sector. This should be the priority in my view. The university would be much stronger if the HE sector was stronger and moving towards similar goals in relationship to megatrends and world issues.

Much more work with the civil society sector (voluntary and social movements, etc.); an understanding of Knowledge Exchange which involves genuine exchange (rather than being a euphemism for "impact").

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

All projects should be carbon neutral.
Cut down on large salaries at the top levels

It takes far too long to make decisions and offers to applicants (6-8 weeks). Students have already chosen another university by the time we make an offer. We could recruit many more students but our processes preclude us from doing this.

Develop staff skills and rely on external suppliers less - invest in your people
Outsource some professional services or share with other institutions

Devolve resources to schools - reduce centralised bureaucracy and self-promoted bodies who generate no resources but create work for everybody to justify their own existence.
Decrease the number of academics and administrative colleagues in strategic management roles - focus on front line staff.
review costs in areas peripheral to our core missions
Reduce the number of financial forms required to pay small businesses and sole traders.
Professorial Pay review to allow movement up *and down* the pay spine. Too many people doing too little.
better computer contracts - cost is double what you would pay in a shop

More sensible procurement. Stop limiting purchasing to expensive suppliers when cheaper options such as Amazon are available
Allow changes to be made rather than engaging in perpetual revolution which ends up costing a fortune and simply generates confusion and ill will

lower salaries for higher-ups (and fewer levels of management). Move away from business/profit model.

Rent out space on campus to local businesses.

More PGT courses appealing to international students. Review admin and internal services and consider outsourcing/ streamlining processes/ reducing bureaucracy

Set accurate fees depending on course

higher tuition fees

To remove the KMC Campus and the associated ongoing overheads, relocate staff to University Park/Jubilee (hence reducing travel time and the costs associated to that).

Ensure that managers are actually capable of fulfilling their roles properly, so we can do away with the wasteful, frustrating & short-sighted 'penny-wise, pound foolish' culture that seemingly pervades every decision relating to O&F made in the last couple of years.

Invest in research which is relevant to the commercial world. This will increase research income and reduce own research costs as many companies will fund research they feel is worthwhile to them. Equally, the university could work more collaboratively with industry to utilise facilities in both institutions to increase productivity and therefore high impact research.

Give over some of the university estate to growing fruit and vegetables to be used in campus catering. Teach students and staff to grow and tend these "allotments"

Sort out the purchasing/procurement procedures - it's a mess

Increase international student participation in research. The main limitation for that is that staff don't want to take on students without bursary fees support. If bursary fees were provided we could double the number of international self-funded or country funded research students, which are an excellent source of income. 50 students will provide £1 million income each year. Give me £2000 for each year of PhD to spend on their research and I will take on at least 2 per year. If 50% of the staff did the same, you have a lot more money, a lot more papers and a lot more international recognition.

Scrap faculties. Do we really need a growing administration at faculty level? - no obvious benefits to Schools.

It's a small thing, but we could eliminate the use of single-use plastics in the catering department. I can't believe we are still providing plastic knives and forks. Aside from the fact that this is a totally unnecessary ongoing cost, it totally undermines our sustainability objectives. Of course, there would have to be an initial investment in a suitable alternative, but surely the long-term benefit of this would outweigh that initial investment.

A serious look at the costs of assessment - easily the largest element of teaching costs on large modules - and whether there are ways to reduce this substantially.

Stop spending vast tranches of income on ineffectual operating software. Or, if the University insists on spending in this area, front up when it makes errors and communicate properly about it. Project sponsors do not communicate and are not held accountable for the shambles they are sponsoring

Money spent on projects; last minute open train tickets, flights etc cost more than if meetings were planned for in advance. Maintenance costs. Often areas of buildings are closed off for months, only to be re-opened then closed again due to the work not being of standard. This must cost the University a fortune in lengthy contracts that are then repeated as the original was not fit for purpose. General education on being environmentally conscious (staff & students) not leaving taps on, lights off, monitors off windows closed etc.

Less senior professors and more middle grade posts

Think hard about which programmes/modules (T) make money and which do not. I don't suggest simply dropping loss-makers - but at the moment we don't seem to know what the costs or income are (or rather we often know the income but have no idea of costs). It's my experience here and elsewhere that universities often think that PGT is the answer - but PGT in most cases is costly of income generated. Also we should not simply look at programme counts but at content - it's possible to have a large number of programmes sharing a relatively small number of modules - ie to provide tailored programmes without requiring huge resource. Combining these approaches in PGT with distance learning can make significant money as well as feeding into KE and research.

Amazon business account and more flexible payment/ procurement process which allows you to choose a product on cost as oppose to pre-approved suppliers.

The university has become too heavy at the top during the last few years. We do not need this amount of PVCs and we do not need APVCs. They all have PAs and also generate a lot of unnecessary noise in the system. Following Project Transform, professional services also became very heavy at its top. Cleaning this up will reduce costs.

More scope for shopping around. A lot of procurement systems seem to generate far beyond market costs for mundane items. I feel like we might have struck some poor agreements with suppliers.

less managers, box ticking and navel-gazing

Set strict limits on module viability - don't allow them to run, under any circumstances, if student numbers fall below a specified threshold.

Close programmes which do not meet full economic costing criteria or reputation criteria - recognising it isn't always about the money. There are some that don't meet either. Reduce our staffing base of highly paid staff who are not delivering to their paygrade (especially at L7 - in professional services and academic areas)

Reduce the numbers of administrators, who more often than not create work for academic staff rather than relieving them of it.

Inbed a culture of performance/achievement

There seem to be weird differences in budgeting. There's huge amounts of money for some activities and projects, the evidential justification for some of which seems shaky at best, absent at worst. But then it's a huge struggle finding money for other things (eg funding for postgraduate students; funding for conference travel). Don't neglect the basics. We need good PG students who aren't working two part-time jobs. We need funding to go to conferences and wave the flag for UoN. If I want to do impact, there are pots of money around - I even get funds *offered* to me! But the two really, really promising MA students who want to stay here and got Firsts at UG and are on track for Distinctions in their MA and would do excellent PhDs - nothing.

Set recruitment targets for Schools at programme level which reward Schools for achieving those targets +/- 5% but not rewarding outside of that range (which increases costs for provision of facilities, eg teaching spaces/ residential accommodation)

Contract out non-essential staff

Invest more in solar energy

I have the strong impression that the university has too many 'managers' and 'leaders'. In the main, this is a drain on resources.

Cut out several layers of university management. Stop paying ridiculous salaries to a few managers more sponsorship and endowment into Malaysia

Adopting the American HE system. At the moment, you can have the same educational content being taught at different Faculties.

Dedicated dept administrators

Reduce groundskeeping maintenance through simplification of plantings

Greater collaboration with industry?

stop making sodexo mandatory in first year at sb... or just stop sodexo in general.

Open a London campus to recruit international PGT/PGR

more PGT programmes

Have less email traffic to free up academic time to concentrate on individual students. This would improve staff and student satisfaction, reduce costs for mental health support etc

Change procurement so that we are "tied-in" to rubbish deals with specific suppliers

Implement a Digital Strategy - Similar to: Applying the culture, processes, business models & technologies of the internet era to respond to people's raised expectations. Think in connections not silos.

Invest in applied health research to enable the University to be even more successful with NIHR funding.

Build a new Medical School, and give back the QMC space to the NUHT. Renovations in QMC are very expensive and overall a new build would save money in the long term. Open a Surgical Training centre to bring in revenue in this new build, make it a centre of surgical excellence.

Travel - it is costly, the system doesn't work and academic and research staff now have to do all the booking themselves. An expensive use of time

Have a competent, reasonable paid workforce to maintain and repair things and do minor building work. I've been quoted £100 for putting up a few coat hooks. In general contractors appear to overcharge the university, perhaps in part because the university is always asking for help at the last minute.

Be more focused on key projects; ensuring that everyone is focused on an achievable number of goals. At the moment, everyone is doing so much, many things are not done as well as they could be.

Charge more for PGT. Offer more long-distance courses.

Simpler admin procedures to free up research and APM time

pay the vc and other high earning staff members less

The University should invest in trained fund-raising staff at the level of individual Schools. The University's development team isn't nimble enough to find and capitalise on opportunities for fund-raising at the level of the Schools.

Improve the spend on grants that are awarded by better support for project delivery/post award to sack teachers who are no research active, to create more executive programmes for business, try to get high ranking in FT and increase fee

Offer part-time and evening degrees to local people. At present you really don't do this much.

Provide short-course and consultancy services to UK business, and incentives staff to contribute.

look into efficiency in your current staff - not the amount of papers or amount of hrs teaching these are not equal

Have a Financial Savings Office - there is so much waste of resources that takes place due to many individuals' poor financial management skills.

Release highly-paid teachers and researchers from administrative tasks that can be completed by low-paid non-academic staff. In China this time can be used to increase teaching and research output. In China too many events are catered; we probably spend more on food than on individual research grants.

As detailed in the initial section, I strongly believe that we could save a lot of money by outsourcing the HR and Payroll functions here. We already (as staff) only have electronic access to payroll functions via MyView and a generic email inbox, and HR through systems such as BPM, Unitemps, and a generic HR inbox so there would be no change for staff if there was no physical team based here.

Encourage more remote working / work from home.

Unnecessary travelling - academic staff are always travelling abroad - can technology be used for this instead?

Turn building heating down

Fewer buildings - see the suggestion about more remote / smarter working

Move some of the APM staff to KMC (there is space at KMC), and make those buildings at UP into student halls and a library.

further development MBA program for income, fire teachers who is no research active

Be ruthless on underperforming staff, particularly academic staff.

Staffing review in the Students Union

Review of facilities access charges for external users to an appropriate market rate to enable discounted rates for internal users.

Abolish the concept of pay scale which pay for length of service rather than contribution or responsibility

More use of Skype etc for meetings with the Overseas campuses - there is no need for so many staff to fly between campuses

Stop being so 'top' heavy in staff management levels

Lobby central government for more funding

Cost effective digital collaboration/communication tool, hence clearer accountability and minimal wastage

Enable a department or school for continuing education. By creating short courses, you will capture the local community that want to learn new things while allowing alumni to add to their knowledge. Increase numbers of international students and invest significantly in marketing and recruitment budgets to achieve this.

Administrative staff make many mistakes on University paperwork (submitting/fulfilling expense forms, etc.) and then have to repeat the work using more man hours. Increase attention to detail and competence among administrative staff to save costly time for departments.

More postgrad students, less (and more selective) undergrad
Admit more international students in place of EU nationals, shift from spending money on costly redesign projects with low or no return (Portland building works) to investing into local companies.

Slash the SU and administration body wages/position numbers

become stricter on the type of expenses that staff claim for.

Initial investment in facilities and resources that are more efficient and cost less to run, so that money will be saved overtime. Facilities that are 'forward-thinking' may be cheaper in the long-term as they won't need 'revamping' as quickly.

Allow us to run short online (or face to face) courses more easily without having to put the students down as associates to get round issues! I have heard so many good ideas round the University
Investing in ethical areas outside of educational sphere, to recoup more income.

Focus less on measuring things and having people fill in surveys. More academics with more time to do research will write more good papers, grant applications, etc.

Leverage research where we can turn it to commercial patents/products, use the professional services to offer skills that can be contracted by outside organisations

Stop spending a fortune on contractors and focus on developing the staff we have (rather than outsourcing them willy-nilly). We have lots of really useful staff who may be underutilised, or could be ripe for development, but they're being overlooked and outsourced because it's the easier option
Streamline departments

Stop printing handouts for lectures when content is already on Moodle

Promote external consultancy work by nurturing culture, supporting activities, and rewarding those who do it (so they do it for UoN instead of out-of-hours)

Invest in staff, try end eliminate the reliance on contracts (Hourly Paid lecturers and Postdoctoral Fellows).

Sort out the mess that is the purchasing card system - allow staff to source goods at the lowest prices

Fewer managers

Allow academics to move between schools and carry the resource/wage/overhead with them: they will then start to collaborate quite naturally. At the moment, everything is a barrier.

Reduce administrative burdens

Investing in new technology and systems to provide a more efficient professional services offering - also reviewing staffing throughout the university to see where we are overstaffed - more efficient staff lead to reduced costs

Cross functional working; less email traffic(?) and other time consuming activities; streamline courses.

Greater efficiency: provide a better service to students which does not come with expansion and making more places for students at already bursting at the seams programmes. Student retention (keeping students on from UG, PG to PhD) is the best way to increase income as they become a repeat income, therefore including some talks or taster days to UG students for PGT courses/taster days for PGT students to PhD courses could be beneficial.

Having a "consulting exchange" where researchers come together for short consulting projects as some business schools have.

Using the space we have more efficiently, rather than buying or building new space.

Have less 'leadership' positions across the university.

Better scrutiny of the 'add ons' that have grown year on year. Benchmark these areas against other organisations (such as Estates and Learning and Development)

No more buildings!

Stop paying external consultants for areas such as Knowledge exchange when we have under used expertise in house

focus spend (remove inefficient spend - such as low level research support, loss due to inefficiencies in post-doc recruiting etc.

Get rid of so many admin types, Nottingham has far too many

All administrative tasks (e.g.making a postgraduate offer or purchasing) should clearly identify on appropriate system who the job is With, how long it has been with them and their contact info.

Massive inefficiency in many systems when jobs disappear into limbo. Wasted time / money chasing the system

Tender services

Get rid of student services (expensive and does not add value to student experience) - sorry but you asked (reduce costs)

Build own reserves without reducing quality (i.e. don't recruit more undergrads) so focus on commercial / commissioned research that drives income and then own a share of the spin off (set up a business park like Cambridge Uni?)

Outsource HR. Other large employers have done this, saved significant costs and maintained or improved level of service.

Think long term not short term, redeploy good staff wherever possible, hiring staff costs time and money

Celebrate and value the teams who are producing effective long-term research. Sometimes the wins are longer than 12 months. Having the vision.

trust and empower staff to carry out their role properly, with responsibility without a feelings of distrust.

Make more use of the campus for external events

Allow more flexible working styles for staff, support hot desking and working using social space to cut office overheads, market short courses and skills courses to the general public.

Invest in people not buildings

Eradicate paper and stationary waste . At least reduce it by 50% !!!

I actually applaud the University for being one of the first Institutions to roll-out Staff paying for Parking, several years ago.

Stop outsourcing - these contracts are unwieldy and have huge costs on staff turnover with reduced performance.

Have a strategy that makes informed choices of where not to invest and ensure staff know how to manage those areas with underinvestment

Offer students more summer internships to help develop IT systems, undertake surveys, participate in research

review level 7 pay and bonuses

Review/ over-hall procurement and estates, a lot of the time we have to pay at least double for items because we have use preferred supplier and estates- it cost £1000.00 to put up two 2.5m laboratory shelves.up

Save office space for academics and staff, encourage agile working. Approach our asset management more commercially.

Limit unnecessary spending on beautification of the campus. Use the funds to build teaching blocks to attract more students.

Stop paying KPMG large sums of consultancy fees and just make a decision.

Streamline staffing and rewarding good staff

Increase collaboration with industry at all levels

Fewer university managers

Reduce maintenance costs of the departmental buildings by employing efficient contractors to e.g. change a lock

Invest more in our facilities to then hire out our improved facilities to generate income

Fix our Procurement.
agile working and rent out the space

Get solar panels for our buildings. Especially the ones which use a lot of electricity during the day
get serious about tech transfer; we are in the dark ages compared with US universities
stop us wading in treacle - more time - less frustration - more productivity
Slimline administration, make more use of teaching fellows, perhaps reducing "staff researchers".

Swap old stale academics or young up and coming researchers.
Having more postgraduate students that are funded through industrial collaborations.
Don't waste money on vanity projects like the Portland giant screen and concrete steps

use solar PV on the roof of all building. it cost some, but then it pays back during summer time.
fees for international students are unbelievably high, so maybe provide more flexible fees.

Working with businesses and allowing students to do work in return for credits.

Make estates more efficient and accountable
stop spending so much money on buildings and facilities, and a few technicians who do not contribute; rather do more research with less facilities, and be more flexible on lone working so that machines can be used overnight and in weekends without loads of paperwork or the need of a buddy
Offer more scholarships/ bursaries to excellent students or those who are less advantaged.

Donor relationship must be key focus
Remove 33% of administrators.

Market more external consultancies for Business and Government agencies

Proper audit of how money is currently spent

Give staff more time and opportunity to prepare grant applications

Too many layers of management

Allow staff to buy more annual leave. It's a no-brainer. I don't think Human Resources realise that in this situation STAFF WOULD BE PAYING THE UNIVERSITY MONEY! A great way to save money and staff would be more refreshed as the result of having more time away from work.
Removal of professorial salaries (not title) from those professors who do not bring in significant grants or fulfil major administrative rôles within any five year period.

More efficient teaching
Reduce high pay of VCs, eliminate 1st and business travel,
recycling our rubbish effectively to increase our productivity and help the environment

better detailed and regular financial monitoring and reporting

Sell of Kings Meadow campus
More on line purchases using a purchase card, remove the company restrictions
Reduce the money spent on international travel between campuses. We should be using technology much more. Look at more sustainable energy.
Stop outsourcing our IT and various services. Too many contracts given to external supplies when internally managed systems could be more efficient and cost effective (e.g. Word or PDF mark-up for marking rather than clunky TurnItIn; and we all know about the omnishambolic financial catastrophe of Campus Solutions).

more on-line courses and flexible learning for students of all walks of life and experiences
Reduce the number of overpaid high-level PVC/APVCs and similar staff, plus reducing the salaries of those who remain to something much more reasonable!
Stop giving out fixed term contracts, which causes high staff turnover and ultimately more need for temps

Flexible and remote working. More hotdesking and flexible administrative space

Inefficient systems e.g. procurement, HR

Allow better performing schools more financial freedom to build on success and respond to the market need. At present it feels like underperforming schools are starving the better performing ones of cash that could better be used building on success rather than subsidising failure. Make sure that overseas campuses generate a surplus rather than just being there to expand our footprint.

Stop contracting out to expensive external consultants, procurement companies and cut some of the red tape.

Create a stop-doing list, and the top of that list is holding off the building of new infrastructure to maintain/renew the current ones.

Free up academic time to write higher quality outputs and proposals.

Incouraging donations especially from local VIPs

No more box ticking exercises that seem all shiny and sparkly - fix the fundamentals.

Simplify, streamline and/or automate our processes

Increase time available for labs to be open - why do we close and open at the current times? Open earlier, finish later - greater utilisation of equipment etc.

Stop outsourcing. The outsourced IT support provided by Infosys is terrible and has a huge impact on the staff who have to use systems. Time and money is wasted and we are providing a worse service to our customers.

Make research systems more streamlined. I'm based in the Safety Office and work with researchers from many schools. I see each school reinventing the wheel not just on safety, but general lab management systems as there is no compulsory centralised system. This is hours of work for each school. Support systems and support staff should be available to support the research and let researchers spend their time doing what they do well. Although this may see like an increase, i'm sure this would reduce the burden of hidden costs across the schools.

More joined up approach (between centre and Schools) to pursue alumni and philanthropic donations.

Improve efficiency - for example make use of digital technology to reduce cumbersome/old dates ways of working. This will require initial investment.

2: Be clear about organisational goals and don't do anything outside of these without good reason. Understand technology, but don't make enormous investments in it without understanding how it will really work in practice.

invest towards increasing student numbers

Centralising the chemicals used in the University (in each building) - make a chemical 'store' with a member of staff to dispense chemicals, as it would be done in a shop (to avoid individual research groups buying chemicals which often end up not getting used). The member of staff to dispense would also alleviate concerns about contamination

Break solos and information transparency

Reduce middle management. Devolve the tasks

I propose to organize a mathematical Olympiad summer school and external work to increase the university incomes. I propose to work during teaching weeks only to reduce the university cost. Don't save on people cost. If you pay peanuts, only monkeys will come to work. Reward for performance and get rid of those who do not contribute, so more money can be spent on rewarding those who work hard

There are many units at UNNC that cost more than the revenue they generate. They should be integrated into larger units which are already making profits.

Only getting technical staff to place orders so that we know what's being ordered and can ensure that we actually need it. We waste so much money have students order the same thing and ending up with multiple bottles of an expensive chemical which they could have all shared.

transparency, release summarized report to all staff

To encourage more responsibility in how we spend - how much do we spend on conferencing, travel, hotels, entertaining, etc particularly by more senior staff.

A lot of expensive equipment is scrapped or allowed to wear out because of a lack of money for maintenance or replacing parts. Large amounts of money are wasted because people are too tight fisted.

Stronger line management to manage out the non-performers. Too many staff sit under the radar.

Promotion based on merits, not on connection to ensure minimum staff turnover,. More importantly, avoid losing good staff

To give financial autonomy back to schools. Example, an academic needs a train ticket, they search Trainline for times and then instead of being able to book (using the preferred supplier portal) they send the APM a message, who then has to email faculty finance with the details. Finance teams book the tickets and then send the APM evidence of the booking (which is required where costs are being added to research invoices). This happens with many things including booking accommodation for guests. It is a hidden cost as it is only time wasted, but this duplication of effort is a nonsense to me.

Academics only do work required of academics (and not lots of administrative work). Rebalance the workforce with more APM and less academic staff. Costs go down.

Streamline the teaching of some topics across different degree programmes. There is a lot of redundant teaching going on (i.e. similar modules being delivered by multiple schools both in and between faculties)

I think we need to continue to encourage reduction of printing materials. I still see far too many instances of staff printing things that do not need to be printed. For example, agenda items and minutes for meetings do not need to be printed. I think a practical change would be to give staff a print credit quota and if they want to print more then they get the option to "top up" personally. That way it will force people to really think about what they are printing as I believe some print lots because they can and do not see the cumulative financial (as well as environmental) impact. Have a serious look at how many staff are employed 'centrally' and what this actually achieves.

Source a new catering provider at SB campus. Sodexo provide a mediocre service for a highly inflated price because there are no competitors. We have one cafe on campus and one place to buy hot food, as compared to Jubilee that has 5 cafes.

support managers to take a flexible approach to working, wellbeing and engagement which would increase productivity and reduce absences

Remove are

Streamline bureaucracy so that workflows are lean and unburden staff to enable them to function in roles effectively.

purchasing assets that grows over time . capital appreciation
Procurement

Stop asking people to spend all their budget by the end of financial year and create a more flexible system that allow people to manage their internal research budget over several years

More efficient purchasing

Less funding spent on decorative projects, like Djanogly terrace, landscape alterations on the lake on University Park

Re-organize the admin, so that allocate admin staffs to support each school, instead of having school supporting a large admin bureaucracy.

Attract investments, and with the high teaching and learning experience at UNNC, we will attract more students.

Consolidate duplicate and irrelevant roles

review spending. eg allow purchases from other smaller companies without all the hoops to jump through and making sure they are paid on time.

More cost consciousness from colleague - "do I really need to spend that?" - less of an entitlement culture

Run HE programmes with external partners, such as business or FE colleges, overseas and within the UK

Reduce reliance of temporary staffing, through better recruitment strategies, looking at worker conditions and reasons for leaving and investing in expertise and retention of staff. Currently student-facing recruitment options are used freely by departments as recruitment options (i.e instead of recruiting maternity cover through the correct channels) . Many long-term temporary roles are set up at the institution which could/should be permanent positions, long term this is a costly set-up for these posts.

outsource some service departments - HR etc. Would improve current poor service and save money

Move to a more commercial based financial model. The appearance is that we're working on a decades old business model which isn't agile enough for the 21st century.

As mentioned before, medical courses geared towards international students with appropriate fees.

A paperless environment. It would initially take time but in the long run would cut costs and good for environment.

More efficient insulation and heating in all buildings on campus. Foster a culture of "turn it off".

Introduce genuine lean management through a 'lean team' and take a real courageous approach by cutting work that doesn't need to be done!

Create a true CRM system that captures pre-applicant through to alumni minimising admin and enabling staff to work on income-generating projects

Get rid of campus solutions IT system called mynottingham, it's totally unfit for purpose.

Allow remote workers for research only staff, reducing overhead costs from office space and facilities.

Allow staff who can and want to to work from home or remotely.

Give guaranteed employment to key members of staff who generate income. Provide a career pathway for them.

reduce the need for stores and allow staff to order through finance as it ends up cheaper

Reduce the amount of admin that academics have to undertake. It is the academics that generate the income.

Implement "sense check" procedure for any proposed research with impartial staff members. Too much money is spent in poor choices and ill-informed ideas.

Old building stock is expensive to maintain and costly in terms of staff and student morale. Replace with new, multifunctional spaces. Make spaces open longer, eg lecture theatre by day and cinema by night; workshop space for teaching that can be used for students union activities in the evening; mixed spaces for public and university students and staff. Ensure real consultation when planning for digital change and during the changes to ensure buy-in and that the systems do what is needed. Communication, consultation and partnership working is key here. Transparency in job descriptions, appointments, promotions and performance management all help staff who work here understand their value. Ensure our values are understood and are relevant to today's environment

remove the layers of management that wander the site and stop awarding people promotions because they are related to managers, also stop throwing so much away, I am amazed when i see robot arms and machinery in skips.

demote under-performing level 7 staff

Finance office should be faster and more responsive. When ordering something, it is impossible to predict when the item will arrive.

Reduce the number of administrators and business development staff.

Reduce administrative burden and red tape on researchers and academics

More proactive to recruit overseas students. Give self-funded overseas PhD students consumable funding (5-10% of tuition fee) Being flexible when selecting suppliers for either travel or equipment/consumables

Pay freeze on senior staff (not low admin). Take a closer look at procurement, we can save money if we can use other suppliers.

More money to the "coal face" by reducing unnecessary administrative roles that do not generate income directly

Allow some scope for work from home opportunity and lower the energy costs for the University. Efficient management structure: Reduce the number of Pro-VCs, improve communication.

Stop large projects when they hit cost threshold and become significantly delayed. There is always an alternative including sticking with current systems until a more suitable alternative is found.

Change University suppliers, they are often very expensive compared to the rest of the market

More efficient in international student recruitment

increase efforts to improve efficiency savings, particularly the overuse of paper and other material wastage

reduce the money spent on useless branding, fancy gardens and projects like project transform.

Reduce internal waste and bureaucracy

ensure that all staff are delivering on what they are paid to do

Greater centralisation of common processes

Sell our expertise to the public and educational institutes in the form of short courses.

remove duplicate roles

More partnerships with commercial business. Reputational risk is important but seems to have a too bigger impact on our ability to bring businesses onto campus. Rather than having in house catering outlets why not have McDonalds, Subway etc if it financially makes sense. I am sure there are other areas other than catering where this principle could be applied.

Our estate investment is excessive. Dramatic architecture is resented by the general public who are the people (taxpayers) who fund extravagant buildings.

Stop people using electric heaters in offices and make sure lights are turned off when office not in use ban fan heaters

reduce wage bill through effective performance management of academic staff and offer of voluntary redundancy

Reduction in administrative staff, more dynamic promotion/demotion based on performance esp for Profs

Look into distance learning and running degree apprenticeship courses

Manage student halls ourselves

Reduce the ever increasing HR dept?

caring and transparent performance management, employ successful business leaders to help make our university more cost efficient while maintaining its values

Efficiency of services

Put more focus on the profitable taught programmes.

Give up empty and unused space - sell & rent it! Encourage staff to work flexibly (at other campuses with drop in offices/workstations) or work from home to free up space in offices/buildings.

Cost cutting should cut across all level of staff in the university. Not just for the middle and lower ranking.

Reduce unnecessary expenditure on projects that need high maintenance and mostly for cosmetic purposes that will not have impact to campus experience.

Stop using Boustead's Travel Agency

Nurture research from Day 1 of a students life in this university, this will bring about a domino effect till they can take on research roles in the uni, better grants will come in. Products will be developed, but it all starts with early mindset triggering.

Not raising the student fee and become affordable for students. Allowing more students to study here. Get quality standard facilities that can be commercialised and make business. Take the UK sports campuses for instance. Provide facility, club activities, memberships, programs and local experts opportunity to expand their businesses.

Resources should be distributed to a school should based on the income generation.
Fix leaking toilet facilities.

create research collaborations with the industry

More green/ecofriendly energy uses and an increase in uocycling/ recycling of waste products.

Reduce unnecessary expenses such as non functioning renovations. Having a preventive maintenance for all facilities to avoid snowball effect of expenses.

Get connections with the research industries.

upgrade your facilities

kaizen approach

A less honerous procuremnt service whereby procurment staff do NOt delay purcahses because they don't understand the nature of the equipment etc. and thinking a cheaper item they find will do the job, when the purcahser has spent along time carefully selcting the most appropriate item necessary for their work

Spend the money in the right place e.g. why spend so much on the landscaping?

There are very high numbers of senior academics in Schools & Faculties at Professorial level - early retirement should be encouraged with appropriate packages and younger 'more hungry' junior or middle ranking academics brought in. The Professoriat is bloated and accounts for majority of staff wages.

Reduce cost = Offering VSS Voluntary Separation Scheme (VSS) is a scheme where employees are allowed to resign voluntarily from an organization by receiving fair compensation. This can reduce the staff number. Merging of FASS and FOSE = FOSESS. Increase income = enhance more on marketing, digital marketing, TV advertisement to ensure the all Malaysia know the existing of UNM. According to the survey conctucted, most Malaysian didn't know their is Nottingham University exist in Malaysia.

Formally review more departments to align staffing costs to outputs/outcomes. Feels like there are a lot of departments/teams and high level posts which don't directly support staff or students.

Examine whether our travel provider gives value for money

Allow more health services provision (clinics like psychology, pharmacy)

Targeted marketing strategies

reduce wastage

Staff on professorial level/high income do not need free expensive dinners and similar visitors/external examiners etc should have good quality food but should not get expensive 'wine and dine ' experiences; The food offered on site is not always the best for the amount of money spent

Enable staff to procure goods at the cheapest possible cost even if it isn't with approved (and more expensive) suppliers

Whilst we face financial challenges at home and our relation with the EU is uncertain, there is a whole world out there that has big appetite for our excellence and expertise. We should aggressively seek international funding, such as targeting countries that are investing heavily into science and innovation where Nottingham is strong.

the ratio of administrative to academic staff and the relative pay of top administrator relative to senior academics has risen sharply in the past 50 years - i would start a very serious review (not conductive by university managers), on how many administrators we really need and if they are worth their cost (we are over-assessing academics, but seem to make little effort to extend even minimal accountability to a growing and increasingly expensive army of managers, who, let's face it,

contribute little to our core business of teaching and learning, but in the view of many academic staff cause us more work by the ever changing paperwork they invent for us)

Better sharing of resources or facilities to pass on items which are no longer needed. Many things are thrown away when they're no longer required which could be used elsewhere.
Increase numbers of undergraduates but ensure appropriate staffing levels follow

Look after staff, save on recruitment processes and develop staff that will make a huge impact over years

Stopping corruption among yourselves is a great place to start.

Reduce construction and save costs and invest in programs and faculty to increase value to students

The above suggestion of streamlining on our core competencies and over do. Excel at a few things rather than try different things.

Do the research and really understand/know your market before making foolish decisions that put unnecessary pressure on faculty (i.e. increase number of intakes when interest is low for some programs due to the high cost of the fees). My practical change: decrease fees for postgraduate programs and we will see enrollments go up.

Sue for the lost money on campus solutions

Reduce management and administration by 80%. (Background, compare today's T&R-faculty vs nonfaculty ratio with that of 2005 and explain how it impacted effectiveness.

Increase income: Attract more International as well as local UG students. Reduce costs: Making our buildings energy friendly/ saving.

Recycle

Invest in solar power to reduce electricity costs.

Increasing the financial awareness of those applying for research grant said. Robustly defend our costs in grant applications. Increase the number of grant applications submitted.

More external funding should be raised by the senior management to support teaching, research and students development.

allow academic professors to travel freely, so that more international collaboration can happen

Reduce the tuition fees to get more students

More agile procurement services to reduce costs. Sometimes it's impossible to either buy what you want for the cheapest price or get what you want at all! Need to use procurement professionals and others with negotiation experience in a much smarter way. Too often materials from one grant are purchased in isolation from another meaning both pay higher costs. Academics should be able to work with procurement to get what they need for the best price i.e. an enabling rather than restrictive process. It is possible to make large savings when expertise is deployed correctly. I took £30k (75%) off the estimated cost of one material just by using some commercial experience.

Reduce staff costs - senior staff pay increments frozen, reduce consultant contracts (use existing staff expertise) while we have this gap in our budget.

Fine everyone who smokes on campus

Audit control, once every few quarter follow by years.

Review our current pay scale

At UNNC, we need more programmes. This will increase student numbers, thus increase income

Encourage recycling and reusage of things

reduce costs on worthless hospitality

increase tuition fee

R&T staff are expensive and yet do many menial tasks; this at times seems like a waste of expensive labour

by introducing more UG and PG programs based on students' market demands and removing some of the existing ones which are not attracting enough students can generate greater efficiency in using the existing resource and generating more income. The university is not proactive in identifying UG/PG programs which are potentially a cash cow and which are not working well.

Less landscapes and gardening

analysis of profit / loss of current postgraduate programmes.

from Lakeside's perspective - consider introducing Exhibition charges for timed visits to major exhibitions (not every one); charge for 'hot desks' in the Pavilion to creative businesses

Reduce printed materials, ie prospectus and schools brochures (which incur not only budget spend, but also significant staff time spend). Also, I'd like to have the opportunity to 'buy' additional days annual leave, which would save you salary costs and help in staff retention.

An increasing corporatisation sometimes seems to go in hand with quite some amount of administrative staff and management. From the outside that sometimes seems a bit excessive -- but I am sure it actually isn't when seen from the inside.

First of all I think remove the KMC as can be shifted into UP and Jubilee may be low cost saying but will help a lot for time and resource savings. Can open new Intl. campuses particularly in Asia may be in Middle East (will give more money). Improve and develop a productive mechanism for staff retention considering a big Human Capital. Multi Skilling of staff and their engagement across different schools.

Ensuring staff (and students) are aware of their responsibilities re: electricity usage etc., and take ownership of their own devices, workspaces etc.

Be sensible. In my opinion, we hemorrhage money on silly things. Do more in-house. Use agencies to help with campaigns but once we have the basics outlined, use the same approach in-house instead of giving all the fun stuff to external people - keep the people you have interested and driven.

Take a similar approach to alumni donation as US institutions. The Endowment of UK universities are a fraction of the size of our American counterparts. Students are proud to graduate from Nottingham and should be encouraged to give back.

Do a complete LEAN review across PS and Faculties and drive efficiency through the organisation.

reduce some of managerial posts

charge externals and staff for hopper bus use. introduce £ based value added element to all procurement contracts

Focus on the cash cow product(s) and explore the upcoming programmes which match with job demand, minimise the expenditure of management

Energy efficient lightbulbs

not sure

spend less money on sports

Stream-line management and administration.

actively seek endowments and large donations - there is sufficient wealth in the UK

let staff work from home more

rent out facilities with reasonable charges

Work to reduce use of contractors

Ensure proper effective performance management of academic staff ie research income and margin targets as well as paper quality outputs minimum standards

Review the value added by all academics

Use physical space more effectively

Having more than one supplier which stationary or other small goods can be brought from, making the suppliers more competitive on price.

Look at how Estates procure their capital works

I'm not sure about reducing costs, but there is certainly a lot more movement with money that I believe should happen. The need for funding sits with; welfare services and getting the most for your money for students on their academic experience. I think things like; sports provision is already pretty spectacular, so rather than improving facilities for more sports, why not re prioritise that into permanently fixing the DRSV lift for wheelchair users, mental health support and better online resources, so perhaps move funding already given out around a bit (from things like sports and Hall Committee spending to student welfare and academic focus). I believe student engagement should be a priority, and student-led spending (i.e. we are funding a new project, which one should we choose etc.). Invite collaboration from the community; e.g. yes buy a new yoga space for students for welfare, but have it sponsored by a local gym/company so that the cost is reduced. Additionally, cutting the SU grant when they offer a valuable resource to students in such a variety of ways is a shame.

I'm not sure about reducing costs, but there is certainly a lot more movement with money that I believe should happen. The need for funding sits with; welfare services and getting the most for your money for students on their academic experience. I think things like; sports provision is already pretty spectacular, so rather than improving facilities for more sports, why not re prioritise that into permanently fixing the DRSV lift for wheelchair users, mental health support and better online resources, so perhaps move funding already given out around a bit (from things like sports and Hall Committee spending to student welfare and academic focus). I believe student engagement should be a priority, and student-led spending (i.e. we are funding a new project, which one should we choose etc.). Invite collaboration from the community; e.g. yes buy a new yoga space for students for welfare, but have it sponsored by a local gym/company so that the cost is reduced. Additionally, cutting the SU grant when they offer a valuable resource to students in such a variety of ways is a shame.

Encourage and support much more spin out activity and attracting major investors leading to high exit values. This is beginning but needs to be much more ambitious.

More home working for admin staff

Review the cost of expenses and travel internationally to ensure that all trips are essential and are bringing back value to the University

More investment now in the physical estate (some parts of which look very dilapidated), will save money in the long run (and also make it easier to attract and retain students)

Centralise all budgets for Computer purchases, software purchases and support services and put in place an engagement team to work with faculties and departments to ensure needs are understood, challenged and then met

Better management and leaderships structures that can co-opt staff to form work on tenders and proposals

Better/more streamlined processes, increased efficiency, reduced labour cost.
More support for new investigators to bring in research income

Efficiency savings for T&S. E.g. I am aware of an academic who hires a car to attend every off-campus meeting. Over the past few years UoN could have purchased a car for less. Perhaps pool cars might be an approach in this example. We need to consider new angles to tackle lazy spending.

streamline financial processes

Greater transparency and ownership of operational costs e.g. energy & water budgets devolved to departments

Less dinners/events held by UEB. Prioritise what we need to recognise/celebrate and keep budget spent to a minimum when not having a direct impact on students.

Centralised structure for School Administrative support as per Project Transform in Teaching support provision

staff with budget responsibility to use their allocation like it was their own money and therefore have ability to find the best deal from their school/colleagues

Stop printing of course hand outs etc except for students requiring an accommodation.

give income KPI to each staff and include income/cost balance in performance review

Invest in more efficient heating/air-conditioning systems

Have a university wide policy on photocopying and provision of module materials. For example, I provide a module outline in hard copy format as well as electronic format on Moodle, but I am dismayed when I see many colleagues providing hard copies of powerpoint handouts to students for individual lectures. Most students seem to download these handouts from Moodle. e colleagues waste a lot of paper having lecture handouts photocopied for students who do not turn up to classes.

Minimise duplication. Sort out procurement so its not more expensive to go through the proper channels.

Rationalise and monetise teaching - ask difficult questions about 'value' gained from staff teaching time. A staff member lecturing an hour in front of 100 students is more cost-effective than 5 students. Academic staff research is monetised through income measures, so why not their teaching too? This approach might also address the pervading view that teaching is, somehow, secondary to research.

Smarter ways of working between central departments and schools and faculties concentrating on where each groups skills can be most effective rather than duplication of effort

It is common misconception that reducing staff numbers is the best way to reduce costs and increase income. This is based on the notion that staff salaries are usually the highest outgoing for any business. However, in the case of the University (as in many businesses) it is not as simple as this. If you reduce staff you pile more pressure on to the remaining staff. this decreases staff moral, and leads to higher turnover. this results in higher recruitment costs and time wasted spent in training and re-training. If you ensure there the staff numbers for each department match the workload that is required, of course the initial salary output is higher. But, what is achieved is a better service provision, more dedicated and happy staff., and the ability to turn things around quicker and at a consistent high quality. In the research side of our University, this allows our researchers to undertake more quality research and bring in increased research income. In our

teaching side it improves the quality of the student experience and increases the profile and reputation of Nottingham as a great university for students and employers. The long term result, despite an increase in staff, is a consistent and long term increase in income.

functioning IT (sorry, but that was the view firmly expressed); "no more consultants"

Focus on investing in research institutes, which ultimately would increase research competitiveness and generate more income.

Remodel financial support so that everyone understands how finance works, how finance staff can work with School and publish regular information about what things cost and what the margins are. the most obvious answer is to run additional (possibly short or online) courses that fall outside of the current normal teaching times

Reduce extravagant capital spending on buildings and prioritise people and vital services instead.

See my answer to Q4.

The ratio of management to academic staff and practical administrative is ridiculous. We see managers coming in above our heads all the time, and yet the academic and admin support workloads just increase. Hire good academics and trust them to do their jobs, then you don't need this ludicrous expensive bureaucracy lead by people who don't fully understand the job.

Reduction in costs - reduce the amount of bottled water required for meetings and the cost involved in booking out some spaces for meetings on University Campuses.

Increase parking charges to be more in line with the true cost including impact on local air pollution and space taken up on campus through car parking

Give training to Finance / accountants so they speak in English (rather than accountancy) and help to problem solve rather than putting barriers in people's ways.

Improve our procurement processes.

Reduce the use of paper/ink/printing - cost reduction

Invest in better video-conferencing facilities so that we don't need to travel as much between sites

Freeing up academic time to do teaching and research by providing more effective administrative support. The trend of recent decades has been to replace staff with software systems which generally do not work (very well), and which have the effect of making academic staff devote far more time and energy to routine administration.

There are lots of ways we could reduce our costs (example of today is not being able to order a new battery for a work device and instead being advised to buy a new device at 9 times the cost) and ways to increase our income (commercialisation of our app, other commercialisation opportunities) but think we need better governance, feedback mechanisms and structures in place to enable us to maximise these opportunities

Cut Admin Costs; Approach 200 Countries; People either have time or money; outsourcing part of the task to cheaper human resources abroad; taking volunteers who work from their own home country dedicating their time.

More international students

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

Poor leadership and money is wasted.
University does not listen to front line staff

Poor customer service ethos.

There isn't much capacity to generate more student numbers whilst working to our current model.
External forces mean that we need a radical new income stream.

Excessive central interference (too much "strategy", and too many barriers to individual initiative and freedom).

Lack of incentives for teams to generate income (often the benefit of such increases is only perceived centrally, not at the local level)

usability of estate

General pessimism about the future economy. However, UoN capitalised on the last recession by increasing student numbers. Perhaps a bullish attitude will convince investors that UoN is a good prospect.

Lack of understanding of current internal contributions make it harder to see the need

poor contracts with suppliers

Heavy at the top, more thinkers than doers.

It should not be a question of generating income; it should be a question of more government support especially for the humanities.

No incentive, no time to come up with ideas, too much emphasis on saving money or cutting budgets rather than increasing income, no perceived willingness for UoN to speculate to accumulate.

Not promoting a suitably compelling proposition for international PGT, so losing share vs other Universities

Income generation is not as relevant as avoiding unnecessary waste due to incompetent planning & procurement.

Too much focus on improving teaching and leisure facilities, to the benefit of undergraduate students. The university is meant to be a research intensive university, progress in this area is lagging behind that of building student enrichment facilities. There needs to be more balance.

CPD is a huge untapped area - we could be doing more and it has the potential to generate good income. I don't think we have enough resources or the right resources to help expand that area.

spending it on shiny things such as digital learning centres that only benefit small numbers.

Poor IT systems and overburdened admissions dept are significantly reducing PG applications and admissions leading to significant loss of income.

Wasting it on ineffective welfare and IT strategies. Invest in the material and the real, not imagined and virtual problems. Disinvest in Digital Learning - this is the next black hole in terms of finances.

Brexit

Not seen as a leading cutting edge research University compared to London/Oxford/Cambridge.

Poor engagement across university, increasing divides between UEB and the academic community, increasing division between professional services and academics.

Brexit and the disjointed nature of some central departments from schools.

Poor governance of the university, which wastes a lot of money on their projects with no or negative impact.

Administrative friction around applying for funding of various sorts, the more barriers, the more stress, the more headaches, people are only human and things get left on the table. What the institution wants people to do (bring in more money/more students etc) and what it makes them to do to deliver ("only if you ask nicely and it's a favour we are even talking to you about this") on it seem at odds sometimes.

Academics are out serving students rather than generating income, impact and profile for UoN as a prestigious and effective knowledge source

Performance incentives for academic staff leading international student recruitment - this should be recognised as equivalent to securing major research awards.

Lack of skills to know how to do this properly; lack of coherent plan for just focusing on the critical 3-5 opportunities, and perhaps 10 smaller ones, rather than 50 or more bits and pieces of random stuff.

Most academic staff have insufficient time to write viable grant proposals.

Lack of support for those attempting to generate income, lack of reward for those who do generate income, poor financial practices, opacity of finances at School/Faculty/University level

You need to let people produce research in a blue-skies way, then apply it. There are good, robust studies showing that instrumentalising research is bad for research. So don't.

Surplus generated by a School to the 'Centre' as a 'contribution' is not supported by many. We should reward those who achieve that surplus without reducing quality.

Doing things without thinking about the long-term implications

A culture of competition between universities. Cooperation should be tried.

Academics are not usually natural income generators. It is not what motivates us.

Too many upper managers who are budget obsessed and who have no grand vision

REF and TEF

Staff complacency

Brexit, uncertainty about the economy

Dual intake seems like it's going to cost more than the money it gains us. The sports centres in general don't have enough parking for people outside of campus to want to use them, especially given the charges on pay and displays within the uni!

Disastrous IT projects like Transform.

Staff time, staff morale, targeting inappropriate subjects for new course/ not culling courses that are no longer productive....

Staff with good ideas for research being prevented to apply for grants as they are drowning in admin.

Challenge of getting contracts approved (were very risk averse) - this seems clumsy and acts as a barrier to income generation

Tech capability. We like bureaucratic and process bound ways of working. Stuck Mindset.

Academic staff have little 'head space' or motivation to go beyond delivering their teaching and doing their best to bring in research grants.

Finance is too rigidly adhering to rules that don't apply in every case.

Capacity of staff to deliver more.

Inefficient recruitment of international students; those who come often fall short of required linguistic competence.

Clunky admin procedures slowing UoN processes and diverting Researchers away from research

Spending too much (e.g. Sports Centre spending money on expensive but not top quality equipment due to staff lacking expertise in sports); research money isn't always used in a manner which will likely contribute to the University's economic and research impact when looking at late year undergraduate student projects

Time constraints for the academics who might potentially lead research or lead others.

the main barrier is a low ranking among global universities, the main strategy must be to get into the first level University in UK

Staff won't work over the Summer or in the evenings (so employ staff specifically to do those things.)

The lack/absence of any direct financial incentive for staff to contribute.

the university is focus on money solving this with the basic increasing intake and reducing expenses in staff or equipment

government proposed student fee cut Brexit leading to fewer international applicants

Uncertainty with Brexit

In China we have limited access to both Chinese and British grants: pair us with research-intensive universities.

We are incredibly focused on the top levels of each department and forget that all staff can add value to the organisation if supported and encouraged.

Some facilities/services at capacity so require investment or expansion to drive further income. Insufficient parking limits major event hosting in certain facilities which could drive income.

Many staff do not understand where our money comes from or that each of us make choices that affect the big picture.

A lack of listening to our students.

low position in rankings like FT

Aspirations of academic staff in securing research income; greater interdisciplinary collaboration

Lack of skills in developing and implementing business cases.

Wasting money on bloated projects like Project Transform

Lack of ambition, unwillingness to change

Lack of central government support

Accountability and understanding financial strategy

A mentality of "it's alright at the moment so why change" and "how can we do less for more"

Lack of significant investment in recruitment and marketing budgets, poor admissions processes and systems cause delays and have damaged reputation in a number of international markets, the

approach to problem solving is in some areas defensive and extremely bureaucratic. Opportunities for honest reflection on issues are not always presented.

A lot of bureaucratic red tape

Beurocracy

See above - can't run short online courses easily because of student enrolment issues.
Higher profile activities, advertise our strengths much more!

Reluctance within academia to 'sell' products

Brexit makes the future of research investment very uncertain, it's hard to know how much grant money we'll be attracting in coming years
Over payment of under performing staff

Management's reluctance to change

Sluggish Contracts dept.

We lose a great number of committed and dedicated staff through 'apathy' and through letting research staff leave at the end of fixed term contracts.

lack of physical space

External availability of funding - across the economy. Time - staff do not have the time to work on proposals when most will fail.

The academic dashboard is the epitome of why we can't get anything done: the desire that we should be above average in everything otherwise we get a '3' in our PDPR means that we end up doing nothing well, just enough not to get [text redacted]. Actually give more time to research and collaborate: resource this by being nimble in decision making (how much rubbish has to be spouted to get a Nottingham Fellow here compared with other uni's?), and TRUST your academics.

Time and exhaustion

The UK in general is not great at using industry partners to create income (comparative to other EU countries) - more work like KTP but across all areas of the University (not just engineering) would be great

Complexity of doing anything 'big'.

Outside perception from international countries, however in honest truth the UK has a prestige when it comes to education and I don't believe that this will change much. Also, a majority of our students are from countries outside of the EU (specifically on the Campus I work on) so they won't be affected. The true barrier that I can foresee is no repeat income as students have a negative experience of the operating systems we use in terms of the registration experience, getting onto learning resources, issues with timetables...these systems errors are going to hugely impact student retention.

Not appearing too mercenary - as a University we need to maintain a reputation for learning and nurturing students, not trying to squeeze money out of them.

You need to invest in better contract management. Subcontracting to external providers who have specific expertise can work very well. However, there needs to be better management of this and this needs to be accounted in any business case.

Students will not be attracted to a university where the staff are unhappy.

People time to focus on initiative to deliver income

inefficient administration, too little focus on research and research results / unhappiness among staff on unprecedented levels

Admin making staff do pointless things to justify their jobs -- wasting staff time is rampant at this university.

Inefficient software and admin
Don't have strong management

We are a juggernaut moving slowly, unable to change quickly when demand dictates
I don't see the university owning shares in spin off companies like Cambridge Uni does or NUS in SG does.

Beurocracy.

Most universities are competing for the same pots of money

Turnover of staff, loss of established teams, geographical boundary of Nottingham city (need to effectively cover East Midlands and beyond)

overthinking ideas, the stifling of creativity

Define 'core purpose'.
A mindset that is still too traditional and old fashioned.

Wedo not examine and reflect on what other institutions are doing,or how they are performing or changing to meet the demands of a changing society. We need to look outwards and the excellence that is generated by others. se if we can collabarate and innovate with them rather than on ur own
Lack of will .

Public perception

A lot of Global Charities have raised their game ten-fold. Could this be having a 'wearying' effect on those the University contacts with a view to generate income?

We have a 'management pyramid' that almost seems designed to stop innovation and provide 'no' at each step. I think we should flatten such structures and empower teams to make practical changes that will help us boost productivity and leaner business processes.

Doing too many projects and not doing any of them well
Roles and responsibilities are poorly defined throughout the organisation
The more remote schools and academics are from students the less likely they are to donate as alumni. Student services has made that worse.

staff don't have enough time

I believe the biggest one so far is by equating income with number of students and/or staff. Worry less on edu fairs and profit, focus more on offering modules and a T&E environment that is unique from the others.

culture, change, cost

People

Brexit, government education policy uncertainty, potential election uncertainty

Stuck in a rut to much time and money wasted on poor and out of date staff
The select few hogs all the university investment

University managers....

Not valuing people's time

Lack of wider consultation

Spreading our efforts too thinly: we need to make decisions around what type of University we want to be so we aren't just chasing income, but we're looking at sustainable income streams that deliver our new strategy. Stretch targets only work if underpinned by strong market intelligence and a sense check against priorities.
traditional ways of working

Giving vice-chancellors and similar ridiculously high salaries

wading in treacle

Finite number of students; government restrictions to funding (research and teaching).

Thinking students should provide more when they don't have this.

If the government further reduces funding to universities.

Too much focus on expansion and not enough on improving what we already have

no

The ease of taking advantage of a large number of students, say charging each student a small amount of money which in turn will collect to be a large sum of money.

Low national funding for basic research

lack of freedom, and too many politics

Unsure personally.

Alumni division must be strong

"Out of sight, out of mind" mentality by many UK colleagues when it comes to Malaysia and China. Asia is outstripping everyone, yet the mentality of my colleagues at UNUK is unfortunately still one of protectionism.

Workforce and progression planning

A limited national pot.

Time!!

Risk Averse

Student recruitment is limited by available resources. Too many resources are directed towards areas that are unlikely to prove sustainable in the future. Subject areas that are not recruiting should be obliged to demonstrate that they are being proactive in seeking more students; if they are not, they should have resources diverted to areas where recruitment is possible.

Too high prices for conferences/external room bookings
political change, Less people wanting to end up in debt paying for 3 years at University

there us opportunity to do this

Lack of financial and commercial targets for ALL staff members
some of our dated infrastructure

Time. we seem to spend a lot of time on routine administration and less time on thinking big.
Having to worry about excessive metrics -- there really needs to be sector-wide resistance to this.
What if, for example, all Russell Group universities simultaneously boycotted REF/TEF?
Unclear how the university strategy and research of individual groups are connected. There is no effective University-wide strategy to manage core equipment or staff skills and opportunities (there is a strategy but it is toothless). Too much politics, staff rotation, changes that bring no improvement.

Indecisiveness of management

Too stuck in our ways and the way we have always done things. We're too afraid to be even cautiously bold.

Invest more in workers and reduce the number of middle management. There are many e.g. level 5 APM posts that are surplus to requirement. Greater savings would come by employing more level 2 and 3 workers who actually produced results.

Non commercial decision making at the PVC level supporting pet projects rather making commercial sounds decisions.

Too high workload for all staff, not able to give the time each project needs to give a good service

Our own fears of Brexit or the Augar review. We are generously equipped with the China and Malaysia campus but we are wasting headspace thinking about Brexit/Augar review, which are things completely outside our circle of control. Let's work within our circle of control.

The University has to start to trust academics to do their jobs and essentially leave them to get on with it.

Low efficiency

Nepotism, unaccounted finances, morally bankrupt management styles, toxic employees who are unpunished and are retained by the university, very low staff morale, non-recognition for good behaviour and contribution. A good organisation puts its people first - good morale and wellbeing reduces health costs and increases revenue

Bureaucracy

Fear of taking risks. The University seems afraid of significant changes and reforms back to its original shape. This means that changes are not radical enough and the benefit isn't felt and it's scrapped.

We need to make people feel like they belong, and that they are proud and lucky to be here. Once these happy alumni leave, they are more likely to give back and support future students and re-invest in us.

An understanding of how this can be achieved on a local level.

Time.

Lack of basic business skills among some APM areas and academics. Business skills could also be translated as charity management skills - we are a charity and we need to generate income.
Availability of teaching space

Lack of EU and government funding
people's competence

The barrier is the university management body / system.
unclear about what this institution stands for

Lack of Transparency

People not sharing equipment/resources. The amount of money and time that could be saved if people were willing to help each other, and that could be used to help further research and investment.

promotion is not enough

I feel we are limited by the traditional one intake term time model

A lack of direction. If people have an idea they don't know what the barriers and implications may be e.g. tax and the universities poly and cut of the money so they won't bother.
Everyone is too busy - and increasingly spread too thin.

Inexperience people at the top management as compare

Whenever there is an idea in school we come up against barriers - a contract to hire out our services takes weeks and weeks to be approved centrally and the opportunity is lost, we can't purchase directly a piece of equipment needed to run an experiment so it doesn't happen, the process to claim any kind of expense deters faculty from exploring new partnership opportunities in person. I do feel the best people to run school finances are people within the schools themselves as each school is unique.

Lack of belief in "our purpose" - no confidence that we will have the facilities to deliver our aspirations.

At UNNC it is the total lack of support for the 'average' international academic. Efforts are prioritised for some very unimpressive senior managers, whilst the more junior colleagues are left unsupported when it comes to Chinese research funding (e.g appropriate translation and support - PhD student translation support is not appropriate).

Outsourcing: in general this creates the need for lots of managerial liaison, means that the University is not in control of its own business and issues and also the profit goes to the outside company. If a commercial company can make money from activities such as accommodation provision and catering, then so can the university (or should be able to).

Very limited approved suppliers which charge us a lot more than others. Institutional buying power is not used i.e. why are there different hand dryers in toilets across the University? Why do we have different water fountains? Can't we negotiate lower flight prices on flights to Ningbo/KL with a specific airline? etc.

Lack of staff :)

Staff are talented academics, administrators, professionals etc. They are not entrepreneurs. If they were they would have their own business rather than work for the University. This function needs to have dedicated staff assigned to it rather than use the current staffing as a dilettante income generators.

Lack of flexibility of processes in order to be more agile and innovative, coupled with risk averse management and policies

Bureaucracy - the university isn't perhaps light enough on its feet!

risk factor

Lack of commercial spirit

No real support from research and knowledge exchange at UNNC.

Squeezing Faculties is counter-productive. Those is Schools and Faculties feel they do not have much say in University investment priorities. There is an overwhelming wish to see a bigger Flexible Investment Fund, with some money held centrally and some within Faculties

Bad prioritization

[text redacted]

Bureaucracy, lack of proper consultation among stakeholders.

ares do not have time or resources to conduct external work to increase income.

None - any good idea with a business case can be put forwards - perhaps more clarity over the processes to engage?

Reduction in fees and government funding

Staffing levels, in key areas it is underestimated how much man power is needed to complete tasks, teams can 'survive' but not always develop due to these constraints.

Poor academic attitude around the need to generate income

Historical mindsets "we've always done it this way" and a fear of making the unpopular decisions in case we upset groups of staff.

Culture

Any changes to central government HE funding

A resistance to adopt ideas that are generating by the staff doing the work. It sometimes feels like decisions are top down and not based on what the bottom rungs are telling us. We could listen better and act on what we are told.

A lack of understanding of the function of APM teams and what value their skills could offer if they were empowered to implent changes to established working practices. Staff would also benefit from ongoing training and extensive education discount from the University following other institutions like Loughborough Uni.

none

The culture of 'that's how its done here'

Highly skilled business development staff leave the university or go into management jobs, which sacrifice their potential to generate research income.

Continual form filling by those trying to generate an output

Academic resistance to change

the fact that degrees are so common now they are almost irrelevant compared to vocational studies ie electrician/plumber. these are the better paid jobs now companies like ours have swamped the market with graduates

spending too much time answering emails

Inflexible, rigid and expensive administration of services to researches and academics
Over-concerned with procedure at the expense of efficiency or common sense

Not looking outside the box.
Fixed term contracts - lose skilled staff

Administrative duties

Weak economic growth and a poor attitude to the global opportunities of Brexit
Slow reaction time to new ventures. Over reliance on initiatives such as the Beacons that simply support what we are already OK at. Invest in new initiatives (Research).

Each school has a different drive. Some it will be through research and others in teaching. Develop income plans for individual schools and rather give constructive support to those who need it.
Inefficient centralised services and outdated suppliers

there may be a culture of doing 'just enough' in some departments that prevents the university from generating as much external income/saving as much as possible
A huge amount spent on things outside our core purpose - teaching and research.

Historical resistance to 'the University', emphasis on the School.

All applications for grants should be costed as a single pot not divided between schools

The lack of quality/quantity research support - re contacts and legal stuff - especially for the "non darlings"

organisational structures which are not fit for purpose
A very over cautious and nervous approach to reputational risk.

We are an inefficient organization. We measure academic activity by WLP and APT (though inaccurately). Is there an equivalent for APM? Academics feel distrusted and lack control over the direction and management of their activities. Ultimately academics are the income generators for a university (by teaching and research income). Yet the administrative structures do not facilitate or enable this activity. In many ways it feels academics work has to be around the convenience of APM structures (RIS, procurement, Campus Solutions, are all defective)..

lack of academic staff engagement and interest in this
Perceived over spend on showcase buildings and number of 100K plus salaries
Internal bureaucracy, support departments don't seem to be aware of university strategy/targets so better all round communications and preparing everyone, and reporting, financial planning, etc.
Corporate culture is opposed to change
Silo operation of different departments/services; no holistic approach; short term goals get priority

time wasted on admin/inefficient working environment

Competitor's
High administrative and professional salary costs.

Afraid of failing or trying new things.

Creativity

Not well plan and money is spent for the sake of spending especially towards end of financial year.
Too bureaucratic and micro-managing in unnecessary details.

Expensive staff does too many work that can easily be done by cheaper staff

Spending on things that would not bring a long term investments.

Hefty expenditure in diversifying programmes offered which ultimately incur much higher operating cost.

bogged down with low value added admin and paper work

Fear of current & new students complains if the university starts charging for certain services.
Less communications and contact with the local/oversea industries for collaborative research

Not to invest on student's research work

bureaucracy and lack of competence

Lack of networking opportunities

the transparency of how the money is being spent.

Inability to recognise the need to expand course offering to include an undergrad Dental School - all 'major' UK & International universities have a Medical, Vet and Dental School.

[text redacted]

Making booking of facilities long in advance much easier

Not willing to invest

Blanket rules that don't apply to all Schools e.g., faculty members are forced to attend general education fairs that do not attract prospective students for the school

profit minded strategy, we are like a government agency and every one is just spending for glory

Lack of encouragement for staff to be entrepreneurial

fear of failure and risks

the fact that we actually are a university and not a business, and that few of us see making money as our prime objective. if we did, we would not work here

Overly focusing on achieving at times outdated targets for surplus which results in an approach to financial planning too heavily focused on short term measures to reach said out of date targets

Space

Corruption

Construction

The mentality we should offer more.

finding suitable people to work in corporate marketing (they need to understand the value of research and teaching in the university as an attraction, and not just be 'corporate' business types).

Too rigid work contracts.

(1) undefined core purpose. (2) the widespread perception that income generation is our core purpose.

We are not doing enough to link up with or lack engagement with industry/ Govt. as compared to some of the local public Universities. Besides student fees, they are potential sources of income. We can look at example of Harvard or Oxford. or Tata linking up with Warwick. Our engagement with alumni is also very poor.

Educate and influence the business enterprises regarding the critically in investing research based study, subsequently getting funds from them to the students' research

Effective management and available staff resource for increasing research funding.

Repeating restructure of the offices /facilities procurement brought some waste of money. We're already stretched staffing current student numbers.

bureaucratic control of professors, university constraint on external work, treat professors as employees, and the responsibilities of generating income are assumed to be the dean's job

Negative cultural attitudes to using business practises within the University. Business can be seen as the enemy by some academics who don't think it fits with our charitable status and / or don't believe people who are experts in other areas can possibly know anything about / apply their expertise to a university. Experts come in many forms and if they are any good they should be adaptable and act as enablers rather than blockers. Practical demonstration of how experts can facilitate what the university is trying to do would be helpful in changing current ways of thinking.

Lack of shared understanding on our shared purpose. Too much protectionism, empire building, competitive targets which bring competition and conflict between staff.

Complacency in university governance.

UNNC relies on student's tuition heavily, and we need more sources of income. The slow process UNNC must go through because every approval needs to be funneled through UNUK

there are so many cost which is not necessary in past several years
Threats to existing levels of government support

Firstly, bureaucratic is the biggest barriers which slow down from doing more, for example it takes years to get approval of a proposed UG/PG program; secondly, faculties have not incentive to introduce new programs (the university leaderships should think how to motivate its employees to propose new programs which can help to generate more income even though it means more work load in teachings and admin)

Unclear policies and procedures on e.g. commercialisation of IP (incl. forming spin off companies) etc.

I don't see any.

Lack of Government support, the student finance black hole.

The University is already seen to make large profits while charging students vast amounts of money to attend. Increasing profits will likely anger the student community.

Our staff's attitude to income generation, we need income generation be a core purpose.

Constantly, constantly changing the way everything is done. I have never had the same admin procedures from one year to the next. We have had Vision 2015, Strategy 2020, Project Transform

etc. etc. It's so disruptive, there is so much time lost figuring out how to do stuff again. No one is ever removed from position for failure to deliver on these disruptive strategy "plans" either.

capacity and or conflict with space required to deliver core mission

Competition from other local competitors as they can offer the same product(s) with cheapest price, brand loyalty and service quality is vital to benchmark us against them.

not sure

diluting quality

Lack of support at a high level politically for what we are trying to do.

resistance to change

lack of staff to engage with industry

financial mechanisms linked to end of year do not offer clear incentives for units to register surpluses

A culture which does not focus on the wider universities success but instead prioritises personal or at best school level goals, both in terms of research success but also income and financing.
attitude to risk

Inertia / aversion to change & smarter ways of working in support departments

bureaucracy

This question is the barrier itself. There is a lack of understanding of what a research intensive University is within finance, and that money can be made from everything we do. Some things don't directly make money in a University, but that doesn't mean the activity does not have value

Students are already spending a lot of money to be here, asking students for more money (when they already have none) isn't ideal. Once student spend all their rent money on UoN, plus food/drink, throughout the day, sports membership, reading lists, travel etc. it becomes too much to spend more!

Students are already spending a lot of money to be here, asking students for more money (when they already have none) isn't ideal. Once student spend all their rent money on UoN, plus food/drink, throughout the day, sports membership, reading lists, travel etc. it becomes too much to spend more!

Lack of creativity from staff alongside lack of support in terms of time and encouragement from managers when people have ideas for income generation

People's view that the University isn't about making money, we need to show a clear line between how making money enables us to do things otherwise we couldn't have done.

Lack of really good support for big project acquisition at UNNC.

?

None I can think of

Very long, unclear processes for engaging in income generating activities. Clarity of purpose and process is key

Already I have experienced conflict between generating income from conferencing and impacting on our general recruitment activities at the university. It is important that generating income does not interfere or detract from main purpose of the university which is recruiting, retaining and educating students.

Red tape and the tightening conditions attached to grant awards, ie don't pay untaken holidays, redundancy, sick - staff appointments either not attracting the best or influenced by bias.

Many academics are trying to be all things to all people. Perhaps more specialisation ie research focused/ Teaching focused. If we did this teaching focused colleagues could for example be required to deliver different sorts of programmes, develop HDAs etc. At the moment this is not possible. We also need to do more at the level of faculty to reduce the administrative burden of academics so that they have more time to spend on activities that will help diversify our income stream.

no one is responsible for income generating and no rewarding to people to generated income for university

Reliance on external agencies for marketing etc when we should be investing in in-house staff and skills.

Not having sufficient time to prepare grant applications.

How can we generate more that doesn't come directly from our core customers? Students, whilst some are affluent, can only ever return a certain amount. What are the divergent income streams that we could be tapping to draw resources back into the institution?

Staff time. We are already working long hours and being asked to do more. Many of our practices are inefficient and complex (e.g. endless numbers of non-integrated IT systems)

More emphasis needs to focus on looking at research as not only for the public good but also as a business proposition hence costing work appropriately especially for commercial projects

Traditional views of cost saving and budgetary limitations. A mistaken but culturally UK-wide perception that costs savings and increase in income are achieved mainly by staff reduction.

There appears to be more and more required for everything, with less time to focus on research. This is not efficient use of time or skills.

Lack of financial and business literacy

Political pressure that makes income dependent on subservience to private-sector interests.

Lack of agility in the organisation which prevents colleagues from collaborating across structural boundaries.

A terror of litigation. This is what I think is driving the top-down bureaucracy and mandates that are suffocating the life out of any new thinking - research or teaching.

Limits to growth of student numbers. Reduction in grant income from EU.

The difficulties in liaising with and getting effective service from various internal departments - much time and effort is wasted in fighting internal systems.

Poor processes which could be optimised to reduce waste so that staff effort could be focused on more value adding activities.

A lack of joined-up approaches across the University which means that people don't always appear motivated by working for the same organisation or working towards the same core purpose.

1. Video/Teleconferencing issues, 2. Not enough admin support to put in more grant applications and to deliver projects on time and target (which can have reputational damage)

See my answer to (41) above; also, we need to get away from the culture of internal bidding - inordinate amounts of time are spent bidding for tiny amounts of money.

Our current infrastructure in terms of technology and ways of working are hampering our ability to deliver better business results, we are trying to turn this around with Digital Engagement but need the University leadership to support this and enable us to drive increased income and better business results. Lack of agility in terms of developing new initiatives to commercialise our activity/diversify our offer and generate new income streams
Lack of Evidence-Based Decision and Prediction

We need to be more flexible in our approach to provide the initial impetus and to attract the brightest and the best e.g. lower international fees or improved scholarship offers

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

Make all these activities carbon neutral.

Cut investment in PGR scholarships and encourage staff to pursue their research through fully costed grants- reduce 'loss-leader' type projects with industry that actually rarely lead to anything more significant.

We may not want to increase that proportion. Cross-subsidising research from other income streams is probably a good thing.

I challenge that ratio. We charge 80% overheads on lots of research. The 30p 'loss' is calculated on that grossly-inflated price. Moreover, the ROI does not include the social benefits generated by that research. EG the impact case studies (and the income attached to them)

reduce administrative burden on staff

I have no idea, sorry!

Reduce strain on teachers by hiring more teachers in small departments so they can spend time on research proposals.

Attract top researchers to work at UoN,

Tougher regime on research that isn't delivering results

Do research which has a direct benefit to industry which will lead to patent applications and increased licencing costs.

Review how we bid for funds as there may genuinely be more that we can be adding to grant bids that more accurately reflect our estates or running costs. We also really need to make sure that where at all possible, grants are fully spent! Underspend seems to be a big issue that needs more attention.

Lobby for change at Research Councils. We should not use UG income to subsidise research.

The Green Paper identifies the low recovery rate of research costs. It does not identify the low level of (per capita or salary cost) research income compared with our Russell Group peers. It is not clear what the reasons for this are, but it is a big and serious issue.

Make the research architecture/ecosystem much less complicated. It is essentially a cottage industry devoted to erecting barriers to entry rather than enabling effective research. Much more resource should be invested into teaching because that is what pays the wages and enables the farcical investment in operating software.

Employ people with experience at funding councils to advise, manage and guide funding applications.

Is it a problem? There's nothing inherently wrong with T subsidising R (or with cross subsidies between T, R and KE) if the subsidiser gets something back. The whole point of being a student at a Russell Group University is that you should be taught by the leaders in the field - and these will be the researchers and scholars who are out there discovering, driving policy and doing whatever they teach. So the question is really the one asked earlier - how do we make sure our students benefit from the research and KE done?

Recruit stronger long term researchers to carry out continuing blue sky research but who are also allocated time to apply for funding and carry out problem specific research.

explicitly recognise via workload the creation of impact - stop standing in the way of academics who have the drive to create impact by expecting this ON TOP of an increasing workload of other expectations

Use the WLP to allocate less time for staff to work on unfunded research (but don't forget QR funding).

Performance manage research staff appropriately to increase our research activity and output; seek employer/sponsor funding where possible to bridge gaps; stop submitting to grants that have a lower return rate perhaps to increase the overall return rate??

Stop spending so much University money in support of research. Ensure that there is not overspend on research technicians and research fellows, who, unlike the Nottingham Research Fellows, who are required to be intellectually independent, end up doing the research that should be being done by powerful professors whose attentions are now elsewhere.

Support researchers bringing in above average recoup, reinvest recoup with income generators (for example return FEC for staff time to units where the individual works so that they can "buy out time" from other activities, as FEC is run at other University... this encourages proper costing of academic time and increases return), decrease internal spend not linked to future income generation, impose requirements on income generation for internal investments (at least requiring submissions)

Require the bidding process for research funding to be consistently costed - there is a feeling the University 'is expensive' but other universities are placing higher costs on research and still winning them. Bear in mind that 70p in the £ is an average - our engineering/science and medicine facilities (inc the Vet School and Farm) are likely to be more more like £2/£5 - i.e. more expensive to run.

I don't think this is the case in Malaysia, when we get grants, it doesn't result in income for the university

Nothing. Instead find another way to measure the 'success' of research. Not all research makes money but can have (in)tangible benefits perhaps at some point in the future. Research that makes money may not be for the public good.

Why assume that it matters? Surely the other 30p can be funded elsewhere as it presumably is now. There are not enough sources of external funding to ensure that all research is externally funded.

get more money

Unsure

more efficient and rigorous R and I support

.
Bad question: if only it were so simple. Need a lot more context.
of course!

Look more carefully at the costing of research projects to see if we can do better in costing in some of our existing costs. I think this is particularly needed when providing 'matched funding' for large-scale bids.

I presume this is based for a large part on estimates of time spent on research by academics. Due to an assumption of normal working hours and the much too low estimation of time needed for teaching, this shortfall may be a significant exaggeration. In general, the research-intensive universities would be in a much stronger position to defend funding for research and teaching if a proper study was conducted in the time investments required for modern teaching and research in the top universities, which should include contributions from non-academic staff (eg the time our research technicians spend on helping students). Due to the variability between fields this would be a large study, but it would help with a fairer assessment of workloads as well as a greater insight in where our time and money is going. I know everyone is different, but we should at least have a more reasonable idea of the average.

Give academics more time to write grant applications. To achieve this, improve grant writing support services within the university.

That is in the nature of research. UKRI only covers 80%. In addition, many grants require match-funding, and pump-priming funding to succeed. But research performance generates reputation and league table position: both are crucial to recruiting the best students, so contribute significantly to core income beyond "research income".

Clunky admin procedures slowing UoN processes and diverting Researchers away from research

Ensure the money spent on student research will have an impact - ensure that student projects are required to be of a high enough level of quality to be interesting to the research community to increase the probability of obtaining future research grants.

Encourage grant capture and outputs (for QR income) - enable Faculty-led investment in research clusters and groupings to grow new areas of research excellence. Currently architecture of investment is lifted beyond Faculties and Schools and yet they have to report on KPIs and are responsible for any deficits or problems.

to create a think tank in the University and turn into reference point for developing countries , and provide them with consulting services

I don't know.

Try contract research.

Nurture people who are good at science & research to get into those posts, I see loads of PhD students and in-existent postdocs. You need the later to help you bring money too

I think that's good!

Focus on higher level research - globally changing and high impact research that resonates at an international level

More public exhibitions for a fee as impact?

Better engagement with funders and encourage early career researchers more.

Budget for how much to invest in University funded research (School of X can spend £Y million on University funded research) and then stick to it.

to invest more to improve international and local ranking

Greater control over grant costings.

More grant application support

Does it need to be increased?

Reduce the amount focussed on blue sky research that leads no where for a long period.

Stop offering so many workshops, guest lectures, etc. for free. You don't necessarily have to charge for these if in-kind arrangements could help offset the cost.

Incentivise more research impactful staff to join and lead departments, not those who've stayed here their entire careers who are insular or ambition constrained
When I started, University of Nottingham was one of the leading bodies in terms of industry-related research in my department. by the time I graduated, it was not so. You should collaborate more with industry, rather than investing into "buzzword research" (disproportionate amount of money spent on nano research with fairly low outcome).

Invest in profitable schemes outside of education

Negotiate better terms or deal with bigger external sources

Discourage research contracts with a low RoI

Work with the government to secure better income from research councils, research costs what it costs, why do research councils get a discount for commissioning research?

Do we need to increase that proportion? Blue skies research is just that. It may or may not be turned into a financial profit.

N/a

More work with foundations and philanthropists for a wider range of subject areas - other universities have had success with this

Consider the research we are doing and the commercial impact - is our research of benefit to the world, and will it provide an income?

?

Logically, you would need to reduce your outgoings until they balance out but that would be an unfavourable option, so the only alternative is to increase external source funding. This is why programmes funded by employers would be attractive, however I strongly feel the courses created by businesses approach would cheapen the University and would be negative in the long run. I would propose funding for study to be looked at (I.e. funding and sponsorship opportunities, bursaries etc) could be a way at encouraging students to come and study at the University and could be a way to reduce outgoings.

Reduce waste in procurement, e.g. over-buying equipment or replacing equipment unnecessarily. Just consider that research is strongly linked to teaching - so research investment is investment in our research-led teaching.

Understand the distribution around this number. Some schools will already be well over this number and their research abilities should not be hampered because elsewhere in the university some schools are contributing much less. Consider more 'teaching only' or 'research only' contracts so people can focus and excel in one of these areas. Maybe people could trial this type of contract for a year and revert back afterwards?

Fewer internal funding initiatives. The Beacons of excellence prop up a 1% economy, but the foundations of the research are laid by the other 99%.

Increase what we ask for/cost into grant applications. We are too conservative compared to other Universities such as Oxford, Cambridge and Imperial. If the research is good enough it will get funded.

this is either not true or points to a hugely inefficient system - what can be so costly ?

see above - give staff more time to do research and not pointless things.

Spend money to streamline software systems which would then enable streamlining admin
Don't know

Get grant writing specialist staff to help academics cost their grant applications appropriately - things like technicians time and equipment are often not properly costed; also give academics more support to write more grants (and thus bring in more income)
be very commercial in seeking research partnerships and own hubs.

work with large international companies to solve problems, develop modules that large companies can send their staff on maybe only lasting 6 months companies, I would imagine would pay well for this.

Support highly effective researchers by offering permanent contracts which will help them remain on task and be even more effective.

trust the staff in the areas to suggest and guide thinking and delivery.

Define 'core purpose'. Run a leaner machine.

Are there other external sources we can utilise to improve our return?

Implement more rigid ground breaking environmental and medical research targets

Consider a similar system to the Supermarket(s) Reward Card?

Examine the source of the costs and rather than 'race to the bottom' in terms of cost saving, look at the work that is being carried out and apply Lean principles to reduce waste from the system.

Reduce resource costs by enforcing more shared services such as research technology and increase our commercialisation capability

More scrutiny of research project scope, terms and conditions. Develop KPIs for research income spending

Decide if you want to continue to do research at all. or for all academic T&R staff. Its not just about money. T&R staff also earn money by teaching.

No idea.

Not sure

Offer our services for consultancy more often

Better links with local industry
Change the model of FEC

value experienced researchers

Improve consistency and quality of post-award research support across campus.

Try and get more funding from other sources?

promote the opportunities to engage with industry to leverage better
Campaign for research councils to fund research at 100%, and also for government to put more money into research.

Find out what the external sources want!
Have more industrial collaborations where external people are invited to use our facilities.

may be the research projects are not fit the need of market. should have some research on market (and forecast it) before carry out a research project.

Undertake more research that has a goal and for a known problem as opposed to just research for the sake of it.

Not clear what this means, but the University margin is too high.
have less control, more freedom, and positive encouragement rather than negative attitude
Increase support for students thinking about masters / PhD courses so the university enrolls more high level students.

More international visibility
Increase PhD recruitment.

Focus on commercial research projects, more focus on cost control of research projects

Lobby Government for better funding of research

Ensure that external sources - industry and RCUK pay full overheads.

To a degree – at least in Arts and Social Sciences – these figures are misleading. Our main income comes from student fees. In purely financial terms research in essence is a loss-leader that is necessary for reputation, which in turn helps to bring in the students. Nevertheless, there is a weak culture of applying for research grants, and many people who do apply for them put in poor proposals. I think we need more rigorous internal mentoring and monitoring to make sure that young researchers especially are assisted in developing the habit of seeking funding. New appointments are protected from excess administration, but by the same token should be set applications for research funding as part of their KPIs. This ought to develop the habit.

influence a change in national policy
Offer better conference packages
apply for more public funding ,Government funding and private funding to close the gap.Higher tuition fees

i think this issue is more complex and perhaps the overall surplus should be viewed as more important rather than at this granular level., Are there incentives to pursue and achieve high income generating research?

ensure all research has a commercial aspect considered

Look at developing more long term links with industry - agreements for joint working.
Don't think about things like this in such crass financial terms; this is simply the cost of doing quality research that may not yield immediate financial benefits.

Rationalise none funded research and understand the wider value of what we are doing

Increase the amount of consultancy based work. Look to fund raise for research by e.g. crowd funding.

More University/Business collaboration on research.

Need more information

Stop lumbering academics with research grants with extra administration.

More partening with employers interested in the research topic

This seems UK-centric. Would like to have Malaysian statistics please.

Check on spending of research grants. Where possible, different researchers may share resources.

Increase margin level requirements where possible, particularly on industry projects. greater understanding of the costs of research.

Really explain to grant holders that they should not over estimate the cost of things, and spending every last penny of their awarded money should be their priority. I think they currently have this the wrong way round.

Free up academic time to allow more consultancy and industrial engagement work where margins are greater.

Address how the models of research and research agreements are structured, look for opportunities to bring income back from the products/services that are developed.

find better ways to engage teaching specialists in the research process, (alongside successful team research)

More collaboration and less competition between researchers

Unlock staff potentials

have 1-3 flagship projects and attract investment to those.

I do not agree with this logic as applying it in the context of scientific history would lead to the absurd conclusion the greatest scientific discoveries over the past two centuries should not have been funded in the first place! Research should not be seen as a business.

No idea

allow groups to sell off old machinery rather than scrapping it.

Stronger performance management of academics and manage out the non-performers. Also, put more effort to increasing the translation of research award to research income.

Earmark time for R&T faculty to make grant applications, realise that some research will always be speculative and there will be no return and avoid the trap of only caring about research where there is a high financial recoup value.

Reduce our research footprint, especially from sources where we can't recoup costs (or internally funded research). A smaller volume of sustainable research activity.

Why is this an issue? It's the cost of doing business.

Lobby the Government to invest properly in higher education

Be much more stringent on research bids to ensure better margin unless there is a very convincing case for other benefits to the University. For far too long research activities have been poorly policed, poorly reported and seen as serving academics' whims rather than the University. Contract with research partners should try to include an interest in profits accruing from the research. Research funded by foreign currency should be reported in a timely way that involves clarifying current exchange rates so that academics are not caught out when they have spent to the sterling budget but have overspent when it is converted back to foreign currency for the claim.

Commercialise and offer more services, without detriment to teaching and research
Analyse the cost-benefit ratio of the 30p you don't recoup.

Drive harder bargains

Stop asking people to spend all their internal research budgets by the end of financial year and create a more flexible system that allow people to manage their internal research budget over several years

[text redacted]

Develop an more beneficial partnership process ie. negotiate to benefit from income if the product goes into commercial production

More sure that we are including realistic costings in grant proposals - rather than what we think may get funded.

don't know enough about this to comment

Focus more on development of commercialisation opportunities

As above, look at a more commercial structure. There is also a huge potential for sponsorship opportunities with corporate research partners.

not sure

Ensure research is focused in the right areas where there is a demand and reasonable future financial returns

I wish I knew!

Market the role of the University's research to the wider population. Make external resources want to collaborate with us.

Sustainable university

Much stronger management of research performance and outputs. Setting expectations before research is agreed and measurement of progress

The statistic is based on creative accounting. It is not really true.

stop research then you are 30p in the £ better off already, or 30% more profit.
we shouldn't

Software licenses management could be improved. Why every Professor should by a couple of licenses when the University could by a batch of 50 licenses?

Reduce the administrative burden of doing research. Every minute researchers are doing administration is a minute not spent on research

Help from alumni in all schools

Support researchers to write grants - the admin and internal processes put people off applying for more grants, there's little support.

Provide Researchers with better contractual circumstances to get better research from them. Lobby Government and grant-awarding bodies.

Reduce on-costs and supplier rates
reduce our overheads

No

Don't know.

Look at protecting our IP more aggressively. We are overcautious and must lose out an awful lot.

Conduct more FEC research. But to be successful in UKRI requires time, infrastructure and appropriate APM support to facilitate

If this were a business with proper financial planning this shouldn't happening. Are we underpricing costs? what is the formulae that is being used? What financial advice is taken when applying for grants? Are they loss-leaders - if so, the question has to be asked whether there is other value and a decision made somewhere about whether that added value fits in with strategic priorities.

Require a business case / school level justification when agreeing to grants that fund below 80% FEC

Have a consistent internal quality assessment of research projects, ensuring goals were met and extracting the value into commercial spinouts/joint-ventures.

Ask senior research staff to increase that proportion when doing their work, facilitate administrative process (such as ordering equipment) to resemble a more efficient and flexible business environment

strengthen relations with external stakeholders

Produce research that are highly valued

Reinvest to researchers and provide internal fundings to staffs

Improve the quality of research and innovative, groundbreaking results.

patent and sell our research work as well as provide technical solutions

Ensure that the research is meaningful to the wider society in relation to Sustainable Development Goals (SDG), for instance. Hopefully through that impact much more resources is saved and more support comes in.

None

Look for more external sources

achieve economies on the research we undertake - restructure Technical support staff so that less are in 'management' positions and they are actually engaged in 'hands-on research & teaching support'

Reduce waste. Cost time more accurately onto grants.

Yes

Innovative marketing strategies instead of traditionally-passed down strategies
selective on the type of research

Lobbying to funding bodies to fund 100% FEC

co-invest with innovation partners at early stage. The university's RKE can function as a business, both in its corporate management structure and business models. There are areas where we have more than £1 return for £1 we invested. We should increase investment in those areas.

okay, that's the uk. malaysia is about 9 sen in a ringgit, and that is being generous. we just cannot get across the message to industry that we are different from state universities and if we take money we deliver (than again are we and do we, and will we if we deteriorate further into localisation)

Consider different procurement and business case processes

Not sure

Balance between applied and basic research. Investing in the future and talent even during hard times.

Leave more time for research to staff

Nothing. We are a university, not a listed company.

We have to accept that some research work do not bring in income but they are also important. Focus on Science, Engineering and Business and subsidize the research which are not that attractive in terms of income generation.

Increase the financial awareness of those applying for grant applications. Ensure that realistic estimates of costs are included. Robustly defend the costs submitted with supporting statements in the application where possible

Reassess how the research funding is used by individual academic staff.

reward research active professors more, lower their teaching load, incentivize them to apply for external funding

Use benchmarking intelligence from other institutions to highlight opportunities.

Lobby funders / government for full costs.

More external engagement with external sources.

Reconsider our research area and project, but the financial reward is not the only thing. UNNC also needs to strike a balance between developments of different majors.

Charge external sources more money

NA.

Calm down. That is a high figure and part of knowledge communities is pooling knowledge that benefits everyone, so some financial "loss" will be necessary for a greater good. 70% is already very good. Instead, promote the research the university does that has clear public benefits, improving the university's stature to attract the right kind of students/investors/benefactors/etc.

by providing practical solutions to the industry, by commercializing faculties inventions and design ideas, by working more closely with industries

Promote research

I can't see anything obvious.

Hit the donors more aggressively and help your current researchers to publish their work in better journals particularly help non-english researcher. I know many PhDs and even Post Doc. who have done a great work but could not publish because of very small things where they can be facilitated. Decrease other costs (see 41); make the research finance system more transparent so it is easy (for anyone involved in the project) to see where money is 'wasted'.

Establish more industrial research partnership through a campus hub of innovation and partnership. Similar to the Nexus project at the University of Leeds.

We should stop\challenge any research that does not bring in at least 75-80% and then we should look at efficiencies across research where equipment, people and services are not being shared that could be.

i can't answer this question without a bit more context

review our approach?

Yes

strengthen support for grants: staff to scour grant sources and make them known to us, help with Chinese grants (like translation), help with budgeting

Do we need to?

It is hard to address this without further information. Is the issue a lack of external funding per se or is the financial modelling that goes into bids (including eg large equipment) proving to be too short term? Is one particular subject area (science? medicine? humanities?) creating a particular problem (or doing particularly well)?

Not necessarily a problem (Cambridge/Oxford recoup around 50p) focus should be on correct costing of grants to reduce costs having to be found from margin

Manage academic staff more effectively so that we invest in academics who deliver outputs that bring a return in REF as well as encouraging academics to seek a range of funding opportunities where possible eg commercial (costs more than fully recovered) as well as research council/charities.

More commercial tie ups

Focus more on FEC costed research with companies

?

If academics aren't bringing in research funding, move them to teaching only contracts

Unsure.

Unsure.

Have a greater proportion of the research leading toward spin out and exit. Foster a better environment for this with more money for patent filing etc... make it easier to take this route.

More thrifty research-related travel

Ensure accounting systems are clear and robust so that everyone understands how the costs can be recouped

increase instantly (using the RIS and Agresso systems) and stop any research (unless it has a possible 5 star impact) that doesn't recover at least 75-80%

I do not have a concrete answer to this question, but maybe we can do more to build on top of research projects. This could mean using datasets in MSc and PhD projects or commercialization.

?

Reduce wastage in spending. Clearer processes and rules for purchasing which can EASILY be implemented and used. Need better IT systems to support this.

do we need to?

Look to apply to grants that fund more (ie pay sick etc) and be more open to short term funding by improving our internal processes, ie recruitment instead of advertising all for 1 month to meet the resident labour market test advertise for two weeks as standard then if required open up for a further two weeks, concurrent advertising as standard instead of 5 days redeployment plus 1 month external, within RIS contracts taking too long to be processed and signed

Set higher targets; provide incentives for those that get research funds; reduce the level of internal spend.

open external work policy and encourage

Charge for masterclass events

?

Better management of overheads. Sustainability changes and smarter working to reduce our carbon footprint and the overhead cost of the University

educate about this (tendency to under-cost of staff time to make bid better value for money?)

Focus on investing in research institutes, which ultimately would increase research competitiveness and generate more income.

Reduce overheads by losing some 'research managers' who no one knows what they do. Then we might be able to compete for grants more effectively. You could also focus more on cheap research - the 'spend' metric of quality is crazy since it skews the work that happens towards high spend research. If the university better supported cheap science that lead to actually quality outputs (thinking maths especially, physics and chemistry here) then you would do better in REF and promote more novel ideas that could attract better external funding over the longer timescale.

Not worry about it - that number is a red herring and not something that should be targeted. Look to introduce new technology to help make the research process more efficient. Introduce improved data storage and sharing services to support research. Introduce new services to make the administration processes easier to navigate for the research community.

No idea.

Unable to answer this

Cost-Analysis is required; More external resources; Moving towards volunteering time versus gaining skills and CV

Which of the following would you prioritise as we manage and develop our physical estate for the future - Other (please state)

Overhaul of facilities at Medical School, which are affecting recruitment of students

More emphasis on local (School-level and School-controlled) space.

More library space for real books and for keeping more older books still important.

More innovation in designing office space. Move to less prescriptive workplaces. Make spaces multifunctional. Too many rooms are empty for too long.

Encouraging 'working wherever works' - everyone is different and an office environment/open plan space/working from home isn't for everyone. Creating a culture of responsibility where - unless absolutely necessary to sit at a specific desk i.e. reception/customer service role - staff are trusted to work where is best for them but to remain accessible/adaptable as required. Using Outlook Calendars and Skype more effectively offers such flexibility and the benefits of these and examples of good practice should be shared. In addition to this there still needs to be enclosed spaces that can be used as offices/private meeting spaces as needed - more of them that can be accessed more freely.

More student working spaces

There's a huge disparity with space: some people have huge single occupancy offices and others are crammed together with small desks in small spaces. Many academics have their own offices and hardly use them. More equity wouldn't go amiss.

This asks the question in the wrong way and needs to have evidence based responses. What evidence is there that we need more large teaching spaces? If it is strong, then that is a priority; if it is not, then it isn't.

Our IT systems are currently rubbish. To find essential information I have to use Google rather than there being a readily identifiable pathway to the information I need (and even then I often can't find what I need). In some ways this is a systems issue rather than an IT issue. I do think that sustainability is a huge priority as it's something we're known for and should want to lead in - not only with HE but across the region.

Open plan or individual offices are both efficient depending on the working and collaboration styles of the staff. This needs to be accommodated in the policy and in the people work that is ongoing. Open plan is a disaster for focus - academic offices MUST be individual for anything to get done at work

Eco-advice centre ;-)

Focus on bringing the existing estate up to modern standards rather than on new build.

Maximisation of the space we have - most people don't know what space we have available and how much it is under utilised

large flat flexible teaching spaces (not sure is above). Not nec social
Duel use teaching/research space.

Give anyone who convenes a module their own office. Stop making permanent staff share offices. Anyone on a TO or RT contract should get an office. More PG study space - give them that dignity. The need for larger or smaller teaching spaces can only be determined by the recruitment targets set and the pedagogical approach the University wishes to take. Consideration of a 'maximum' teaching number should be given and a standard set - should we really be teaching more than 500 students at a time? This conflicts with an aspirations for personalisation.

Look at agile working and working from home where possible.

Less emphasis on 'more' and more on 'quality'. some rooms, offices and 'spaces' at UNM are in a sorry state.
Green spaces, grass and trees

See previous answer about lecture theatres shouldn't have tables in

A lecture capture system that works the same way in all rooms would be a start!
More flexible learning spaces

More open plan spaces for staff/students to relax are required in QMC.

If academics have individual offices, these can be used for supervision meetings, collaborative teaching and tutorials. No individual offices means nowhere to go to talk to students/staff in crisis, no privacy for open discussions.

New/Refurbished Accommodation.

I don't know.

All of the above depends on the teaching and learning strategies you wish to adopt; decide on that first.

Open plan spaces do not nurture collaboration unless you are Google and will provide everything they give to their employees

University desperately needs large lecture theatre space, currently at breaking point

MAke sure that staff have space they can use for lunch breaks rather than having to sit in noisy and crowded student spaces or sit at their desks to eat lunch and never have any down time.

More facilities for sport and physical activity to develop a healthy campus and positive student experience

Properly furnished hot desk working spaces with supporting infrastructure (phones/computers) and supported by additional meeting spaces.

Refurbishment of existing estate.

Space for 1-1 adhoc private conversations- currently I have to do line management on staircases or in the car park

Not all jobs can be carried out successfully in an open plan office - we risk GDPR issues in terms of staff being able to view their colleague's computer screens

No corridor offices

One of the main attractions of the university is its estate and open green spaces. However, accommodation and recreational areas are a concern particularly on Jubilee Campus- it has no 'centre' and lacks spaces for students to spend time outside of academic activity.

The open-plan working space we do have can be miserable with climate control because the rooms are so big and there are so many people in them - all with different ideas of what the temperature should be. And the noise of that many people makes working very inefficient. Smaller open plan work spaces would address both of these problems. Also, it would be helpful to have open plan working spaces etiquette established (Are phone calls acceptable? Long conversations? There should be zones, like in the library)

In making the most of technology, embrace the new but don't reinvent the wheel. Listen to staff who already know what they are talking about! Value the innovators – several have had to leave the University to be promoted, as just doing four or five extra jobs and innovating doesn't get them anywhere.

Social and Collaborative working spaces for students and staff! A big yes to this!!!!

Ensure that learning spaces can be adapted to accommodate students/staff with disabilities. E.g. different lighting or sound level options, ensuring that room layouts are appropriate for users with visual/mobility issues, and ensuring that mobility-impaired staff and students can physically get to the right spaces (Portland Hill isn't fun if you struggle with walking)

House the Business School in one building

Keep the green spaces

Think about staffing facilities (KMC for example - is it fit for purpose or could more be done to enhance the staff perspective)

Having a more elaborate "Moodle" system that allows students to e.g. do their tutorials online when it suits them, but setting time limits so that an engagement is guaranteed.

Improvements in the development of sporting infrastructure is needed. An increased size swimming pool would be of benefit not only to students but also to the public, along with more astroturf pitches on campus.

If there is a major digital investment programme, I would want to see some of this used to ensure that our basic IT infrastructure works.

We need to improve what we have, not always be thinking about 'more'. Open plan or individual offices should depend on needs, and some of this is linked. For example, if you get rid of individual offices you would need more small flexible spaces.

Open plan working space is not compatible with the rising numbers of students in difficulty, who must be dealt with in a confidential manner.

offices for postgraduate students - we are losing students (and that means income) because of insufficient/unbearable infrastructure

no new buildings

Staff need to feel valued and need quiet space to get work done - thus individual (or joint) offices; teaching staff often have student meetings at short notice which is not possible in open plan space (as meeting rooms are either not near by or not available at short notice). Space is becoming an increasingly emotive issue for staff and it is stressing staff and students out
Can you set aside land / building as a tech/science hub so small companies can rent cheaper and you own part of their efforts (games development, biotech etc.)

Expert study skills staff and spaces (with adult education teaching qualifications)

I think large teaching spaces that are flexible and can be subdivided would help rather than prioritising one over the other.

None

Understanding where open plan spaces are not conducive to effective working practices, and where access to a private space is necessary to offer appropriate engagement with others would make a real difference.

Digital adoption is driven by people knowing how to use the products and a WiFi / digital displays that are fit for purpose. I have lost hours in the week to technology not working, which transfers into me effectively 'not working' for the University.

Digital collaboration capabilities (and ability to use them) would really help with taking out all space constraints

Wellbeing space for staff

more green space

Maintaining an optimal number of students in a teaching space.

More colocation spaces for professional services. For example, IS based at KMC have almost nowhere decent where project teams can set as their 'base' and work together in the same physical space instead of all working in different offices and spending all day bouncing emails around

Medium sized open plan offices with standard equipment to enable an 'agile' working approach

Open plan working for researchers will lead to them working at home! Also need privacy for discussions!

Keep the surroundings clear and safe, on-campus accommodation buildings under lock and key with no chance for outside elements to enter.

more multi purpose rooms, with break out areas, high quality and sound proof room dividers , which can be opened for larger events

To make full use of developments in digital and online technology, there needs to be an appropriate level of support staff. At the moment each building seems to have its own unique digital system, which can be very confusing when it comes to teaching in a range of lecture rooms.
Refurbishment of QMC or new dedicated teaching as research space. Current space is not fit for purpose

Research at the University of Keele demonstrated that if academic staff are denied their own space, they simply spend less and less time at the University. If clocking on became compulsory, the university would haemorrhage staff to other institutions. Therefore, it is essential to keep offices for staff. But staff need to be encouraged to make themselves more open to students when in their

offices. I would like to see the offices used more effectively by expecting all staff to be in for four office hours a week to receive students without appointments.

flexibility in both teaching and office space is key - can smaller teaching spaces be opened up to create a large teaching space on occasions?

Again, there are discipline-specific requirements that need to drive these priorities. The University needs to strike a balance here rather than a one-size-fits-all approach. increase working from home for all office-based tasks, use webinars for lectures for larger groups (and have podcast available on website to access at will). Move as much teaching as possible on-line.

Consider one building to house the business school such as LBS, Imperial etc rather than have a spread out Jubilee campus

Quiet zones/rooms and areas for both students and staff. Staff rooms should also be prioritised.

It should be offering a good mix of individual and open plan working spaces, so that each can find his own space. But it is important that the university is equipped for a modular way of working, so that wherever the person, they can simply plug and play.

Studies have shown that open plan working spaces is a very bad idea. So I say absolutely no to open plan spaces.

Staff who are office based for the majority of the time must have accommodation that is fit for purpose and need a permanent desk space.
Open plan does not make people happy!

Ways of working have changed over the years, many people now meet for a coffee to discuss work, esp. as there are less and less individual offices. There needs to be a better variety of breakout spaces, with decent coffee provision! There is also a lack of space for staff to book rooms for training and meetings and priority is given to students, this hampers planning of training courses. There should be some facilities that are for staff only. Also an improvement to the booking system would help to make it easier to use.

UNNC needs to be more flexible about working spaces and time - we seem to be choked by the timetable and room limitations. We need to use the year better, add much more digital teaching/student self-learning and employ experts who know how to run and maintain these.

We need to think where we put people, not just how. We need to think carefully about what staff need to do their jobs and do this strategically. This is essential and really isn't happening. It is wasting money and resources as staff struggle to do their job effectively or be accessible to the students who need their support. Poor space management leaves staff unable to do their jobs, feeling devalued and disengaged. We need to be creative and open to different ways of working but have discussions with people instead of making top down decisions which are then enforced on staff. We need to look at the big picture of what we are wanting to deliver rather than operating in silos with a culture of fighting for space.

i worry about the security of our network.

Having rooms set aside for all the non-teaching activities that happen during term time for which we are asking PhD students to cram 30 people into a room designed for 12 because teaching always takes priority for rooms and we are unable to book rooms for our full and regular seminar/ lecture series which is highly valuable for learning, but not module linked.

Having worked in both an individual office and an open plan office at the University, each member of staff will have a personal preference and there are advantages and disadvantages to each, but we should not keep filling open plan workings spaces with more and more staff, it is not healthy or helpful.

Shared offices (3 / 4 academics) may work, but open plan can be intimidating for students and researchers to interact with academic staff unless very well managed (experience at Strathclyde is not happy in this space).

More flexible access to spaces would be useful.

Open plan and shared offices will be a disaster for academics who need to think about their work, discuss their work with colleagues without having to be mindful not to disturb another academic in the same room, and who need to see students in confidence.

Sustainability and green investment (physical and digital) and upgrading of older buildings to at least that of the new built ones.

Engage staff in conversation around suitability when designing and building - I hold confidential conversations with students in offices with stud walls that have poor sound proofing.

Space for staffs to interact with one another and with students.

Allocate a fair amount of resources for the maintenance of the physical infrastructure, ie roads , footpaths , steps
better lab spaces for teaching, better office/meeting spaces for technical staff to meet with students/external companies etc.

Flexible spaces that are well-equipped and can be used ad hoc as needed

A move to an agile working model is essential to maximise efficiencies in both the cost and utilisation of space. Much more focus is needed on developing multi-use spaces and the technology that supports them.

The suitability of the space provided for the users especially in terms of staff. Space can affect the way in which teams and departments are able to work and can often make them less efficient.

With the current global focus being on on climate control and how cows are one of the largest contributing factors to CO2 I wonder how having the dairy, and its expansion, feeds into our sustainability ? And what is being done to make our milk more sustainable ?

Open plan is not appropriate for most things that academics do; reading papers; writing papers; generating teaching materials; meeting with tutees; meeting with other staff. But some of what we do is highly social; make available the spaces that we need to support this, whilst retaining individual, small offices.

Facilities for home / remote working

This is largely covered in our response. Perhaps asking this as a separate question indicates that it is thought of as something separate rather than the glue that falls into each other category. Digital/ IT and accommodation, environment, social spaces, working spaces, heating and lighting etc are all integral to a good working environment that ensures students and staff feel valued and, if valued, will be more productive!

teaching space that is relevant to the subject where needed, efficient use of space not just pooling of underused space

with the lack of private office space, we need to have access to private meeting rooms.

Provide more computer software training even if not quite relevant to post.

multidisciplinary spaces and purpose built spaces. Schools can grow beyond their facilities, for some this can be dealt with by building more but for some it becomes a cramped and unusable space like the medical school. Three schools use the one space which is no longer fit for purpose. Look at the buildings properly and the issues various departments face to find a solution.

The impact of shared office space on productivity has been hugely underestimated. Mobile facilities with a room so that the space can be used in different ways.

Greater integration of staff and student spaces. Working at KMC means staff rarely come into contact with students.

Really good food and general (toilet etc) facilities. Just the really basic things done really well.

A balance of all of the above

I understand there is a proposal for more shared office spaces and to encourage staff to work from home. The university should provide an appropriate facility to enable its staff to conduct its work. When i prepare a UKRI application I have to convince the reviewers and UKRI that we have such facilities. If something as fundamental as an office is not available to me as an R&T staff member, our organization will not be credible. We know from experience in other institutes that have trialled this (such as Crick) that it was disastrous. Yet we are pursuing a superficially cheaper option which will have permanent negative consequences to our university.

Well equipped teaching laboratories

Flexibility of space and not just thinking about today's needs - before anything is done it should be done so that the space can relatively easily and at best value, be versatile to become something else if it needs to be. Eg open plan office space could be relatively easily changed into meeting room space/seminar room or even a lab. Some standardisation in the planning process eg size and certain fittings could enable that. This could be applicable to Medical School spaces, or other building where there are lots of changes.

EV charging points; Cycling infrastructure; Wellbeing/mental health spaces; Dedicated/specialised bookable facilities, e.g. engineering workshop

I work in the medical school and currently the facilities are no short of shambolic, I do not use those words lightly but when you have more students that seats in a lecture theatre forcing them to sit in the aisles a university has lost its way, this is the case currently. Our clinical skills and communication skills suites are some of the poorest in the country, we currently survive due to medicine being popular and our past reputation however this is fast dwindling as NSS results convey. We need to see things from the eyes of students and realise that quality is important. I feel a large extension needs to be a matter of priority at the medical school, staff and students are dismayed ant the current set up; I am told time and time again people are ware but essentially no one cares enough to change this. Whoever is responsible the teaching staff and students ultimately suffer and no accountability seems to occur for this.

Centralise software budgets; rationalise your IT spend and stop purchasing software where we have open source alternatives or we have existing software that meets the need. All software spend must be approved by Digital board and a business case must be written and approved.

A 'wellbeing' space for staff to relax and unwind; acts as a 'stress relief' area

More semi-private study areas - current study areas consist of choice between a small number of completely isolated small study areas and a few overly-large study areas with no privacy.

Hiring the right people with the right attitude

Dont shrink existing facilities and office spaces

Old and decaying buildings ned to be maintained properly or rebuilt if they are to contunue to deliver first class research

open plan offices for 10-15 staff (or more) generate too much noise and DO NOT allow for confidential discussions or for visitors to drop in. The concept of small break-out meeting rooms would require lots of these to be stood empty while staff suffer in open=plan offices . This is an estates department idea not supported at local levels.

Staff training room. In UNM there is NO dedicated training room for staff. Very shame for such big campus their is no training room facility for staff.

Sustainability should not be dismissed as an 'expectation'; moving forward it needs to be ingrained as a basic requirement, financially and environmentally. The university can lead the way on this, ahead of other higher education institutions, and ahead of the wider community. We need more buildings like the carbon neutral laboratories for sustainable chemistry and to retrofit older buildings with solar panels etc to make them less detrimental to the environment. You can teach, learn, read and write under a tree or in a barn. Unless there is a specific research need for new facilities to house new laboratory equipment, I feel the investment should be in sustainability. It is the people that make the university, not the buildings, and you can market everything I've said accordingly to attract new people.

spaces for immersive virtual reality experiences

Just to stress that there are considerable amount of inconvenience to share office with colleagues considering student supervision and tutorial. Sometimes the disturbance to the office-mate is not avoidable. Even if the colleague are nice and can tolerate the level of noise, there are still privacy issues. Booking meeting room in advance at times is rather unrealistic.

Provide Manuscripts and Special Collections with an iconic building on University Park which will attract students, staff and international researchers to come to Nottingham and provide a hub for local heritage opportunities. This can also be linked with promoting the history of the University and be a focus for VIP and philanthropic visits to raise the profile and funding for the University.

working space for staff which includes adequate parking facilities

workshops and laboratory spaces with flexible working space for short term hire. most of the regular space id taken up by teaching and long term projects. it's hard to fins space to test out a new idea, and you would not give students assignement requiring to do this because you worry where they can safely do so

Encouraging agile working.

1. More medium sized meeting spaces (15-25 capacity) around the campuses which have video-conferencing and AV facilities - it is currently difficult to book these as they're prioritised for teaching. Would make better use of staff time and could mean meetings are able to take place in a more timely fashion. 2. More spaces which staff can use to enable them to get away from their offices and desks for either social or informal meetings other than a café - this could encourage a better work/life balance instead of spending the whole day at the desk.

Open plan working spaces do not work - they are not conducive to supporting work that requires critical thinking.

Sporting facilities

Quality should be the emphasis: the chairs in the teaching rooms are of poor quality and are uncomfortable; office chairs for staff are not ergonomic (not adjustable); due to poor design for the climate, some rooms get extremely hot due to it facing the sun and are also poorly ventilated (not suitable for the tropics). The central AC can be too cold in some areas (thus not energy efficient) and when it is off or not present in some offices, those rooms can be hot. Any new buildings need to be better designed for the climate and sustainability.

To get more qualified supplier and provide more recycle furniture

Flexi working space that allows to teach 300 and easily break them up in small groups spaces with social and collaborative technologies. This would be a field where our engineering, design, and architecture expertise could innovate.

More music rooms

N/A

Make the internet environment of China and Malaysia campuses identical to that in the UK so as to significantly improve the teaching and research experience for students and staff members

I would strongly recommend more individual spaces - I can't do my job as a mental health first aider in an open plan working space. I am happy to be working in an open plan space but not if there are no private spaces, managers do not attend to the requests of staff re H&S because they have their own office space. The question above neglects the needs of staff in doing their jobs.

Better staff parking. more parking spaces

middle-sized teaching space (60-90 seats)

Especially the University Park Campus in the UK is beautiful with all the green spaces and trees. It doesn't need to grow - but making it smaller should also not be an option.

Building, accommodation (student) (an appropriate amount for student population) Having permanent offices for professional services Consider an APM Staff hub Environmentally friendly developments Looking after the buildings

Please invest something to do refurbishing of halls and especially for family accommodations. Listen to staff and students: what do they want? try and make space proportional to want, don't just blanket do the majority, that will alienate staff and students.

I think both individual and open plan working spaces are of equal importance. They both suit different types of tasks.

We need our digital services to be as good as our estates. We need to invest in our estate to maintain what we have today and keep it looking amazing and fit for purpose, whilst investing in our digital services which need to be easy to use, take advantage of our data services/analytics, the basics such as identity, wifi, computers, intranet, personalise experiences are delivered seamlessly across the organisation. We should be investing in Bring your own device for online assessment (inc examinations) and using analytics to help us design and change our digital services and our estates services.

Use the data you have about me to help me understand how well I am doing, compared with my fellow students on the same course.

n/a

Improved catering facilities

The University Park campus is a great asset. We need to make sure we don't damage it with further building.

Many buildings need upgrading

More & larger collaborative research spaces for companies to work with the University and more commercial space for co-locating businesses & strategic partners

Students have a pretty good idea of what they need from their space, so more listening to them! For example, I am aware medical students require much more space than they have and they report this regularly but no resource can be offered to accommodate- before building new space (like Teaching and Learning building) first assess LCF, FSEB meetings/minutes and identify key space issues.

Students have a pretty good idea of what they need from their space, so more listening to them! For example, I am aware medical students require much more space than they have and they report this regularly but no resource can be offered to accommodate- before building new space (like Teaching and Learning building) first assess LCF, FSEB meetings/minutes and identify key space issues.

Ensuring that we are 'sweating the assets' of what we currently have, moving away from the assumption that we need more building space, to ensuring we maximise what we already have.

create a shared space for all professional services so that academics, students and visitors have one place to come to.....when those services aren't going out to schools. Look at possible shared services across University's and external partner collaborations\outsourcing options.

Recruit experts who can support academic staff to better integrate technology into teaching and research.

Provide suitable software for booking rooms that operates in a way that suits the University and its diverse community. Estates need to provide senior managers innovative ways of using space that is available to them. Some managers are very innovative but this needs linking, doing collectively: somebody to co-ordinate who is doing what, and what is being done well.

Upgrade/adaptation of out of date existing facilities to make them fit for purpose

Teaching Laboratory space is limiting in our School.

Better use of existing spaces. Move away from individual offices which would automatically provide additional space for small group teaching if we needed it.

Car parking for people who travel from outside of Nottingham.

I think that it would be better to speak to timetabling about the requirements here. I also think we need a new honesty and accountability from staff members about the spaces they are booking and not using...

?

A move generally across the University to smarter working, laptops for staff, better options for working from home and flexible working. Following the example taken by R&I to move to smarter working

Re. qu. 44, there were mixed views, with an understandable preference to play it safe, given recent experiences, balanced by the desire to lead coming from the department whose interest is in digital media ; also needed is better information about the facilities we have, e.g. accessibility info for all rooms is not held centrally; rooms whose default is not "lecture layout" so that you have to change it back from seminar style at the end of class

Stop setting out teaching rooms as lecture theatres
External space and corridor/foyer space needs to be equally prioritised

Having experienced academic and professional services colleagues vote with their feet at a different institution and leave (or increase the amount they worked from home), open plan working in large spaces does not work well. Smaller shared offices tend to work better than large open plan offices.

I'd like to see more flexible teaching spaces that aren't set out by default in rows.

More efficient buildings and refurbishments to save energy and reduce costs

I think that this will and should depend on the nature of the core function that the part of the estate is being designed for. All of the above will be a priority depending on who is answering the question: the University will be in a very strong position if it can develop an estate flexibly that is not 'one size fits all' but follows principles of optimising the specific work that needs to be done in that space. There will be more scope for flexibility in some cases and this should be embraced but not mandated.

We need more bookable rooms for research meetings during term time

Teaching venues for adults in the community. A good venue for residential and non-residential adult education.

Depends on our priorities, if we are to improve agile ways of working, I think we need to focus on developing our space for professional services staff to enable them to work to agile methodology and enhance performance, this may not be open plan spaces but fit for purpose space
Not sure how necessary was to Win 10. NatWest still uses Win XP! The computers are slower now and takes ages to load or make a simple function. I think piloting is required before any big change.

Noting the challenge of student health and wellbeing - spaces to help support this agenda, e.g. sport, physical activity, catering, accommodation..

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

Improve digital network so this is the main way for net-working - rather than face-to-face meetings which usually involve excess travel

Cutting-edge technology not just in new buildings (e.g. TLB) but in all buildings. Embracing the digital across our provision, not just in keen pockets.

A CRM system which allows you to track the full customer journey and gives you the necessary information to connect with students on a personal level - at whichever point of contact. Eg, admissions/enquiry/student services staff could see all communications a student has been sent, alumni could see if students studied abroad/participated in clubs and activities - I think they would feel much more trust in us as an institution if we were more joined up and had more effective systems with fewer errors and knowledge at our fingertips without having to consult various departments.

Investment in existing buildings to ensure that they are all equipped (and maintained) to deliver teaching, research and communications using advanced technology.

New buildings are all very well, but we must maintain (or replace) older ones.

The campus is a strength of the University, and should be preserved. The temporary student accommodation (Beeston Hall) should be replaced with something better.

more flexibility in use of spaces - less departmentally 'owned' spaces

more use of the research we do in the campus. i.e. put novel road materials on campus roads, install smart energy grid to all buildings, use 100% renewable energy. Basically use the university campus as a demonstrator for our research

The option for centrally timetabled rooms to be returned to school control if they so wish. A lot of our problems with teaching rooms and with timetabling have stemmed from ever-more centralisation

indoor trees

Easier transport access, more flexible working allowing people to work in different locations at times to suit them, maintain and develop grounds and woodlands for green spaces and more diverse sport facilities for the community as well as staff and students to enjoy

Physical: more flexible, collaborative, digitally enabled spaces. Digital: universal access to all learning material from anywhere, ability to collaborate with peers

Wifi everywhere, campus bike hire, monorail

n and the facilities to encourage - webinars, Skype meetings, video calls. Reducing the culture that having lots of meetings means you're important. Being smarter with our time.
carbon neutral

Invest in the buildings - the physical space has an impact on how student and staff study and work

Whatever it is, make it look as though the university management cares about its employees.

For staff: better working environments and smart technology to help us. For students: lots of smart spaces for them to work in - like the new T&L building

Working with people to develop well rounded and exciting future leaders.

Review teaching and social spaces - focus on Schools.

It's a simple thing (and perhaps not massively 'inspiring'), but if we had a really effective institution-wide CRM system, it could be a game-changer in terms of the way we engage with stakeholders. We could maximise value from all of our external relationships, simply by having sight of what we are collectively doing with our partners. It would go a long way to reduce silo working and would encourage staff to work far more collaboratively across teams and departments.

A modern and robust IT infrastructure that enables us to make the most of digital opportunities.

Build a new Halls of Residence - much more sensible than the Campus Life Directorate nailing shipping containers together and selling it as an experience. I imagine most students would have been happier staying in their hotels...

Fewer large lectures and more small group work

More access to digital/remote learning for courses as a support for face to face teaching rather than a replacement.

I'd like to see us much more integrated with the city and region, culturally, economically, and in terms of health and well being. So our physical and digital development should take account of our place and what would also be good for the region (should student housing be in areas in need of regeneration, for example?) I'd like to see the city and region proud of us and not seeing us as outsiders and as well as having an external-facing culture, our infrastructure is an obvious way to drive that. .

an improvement and investment into existing buildings and making them fit for purpose and aligned with EDI goals. For example fixing leaks to stop slipping risks, making sure doors are fit for disabled users, creating gender neutral bathrooms. digital changes I would like to see is a more single use system as oppose to multiple systems which carry out specific tasks but do not link to anything else.

Whacking great cloud infrastructure + virtualised specialist software. e.g., the full catalogue running on virtual machines accessible on any client computer on the network.

no teaching rooms - delivery to digital devices for materials. A range of spaces that people can utilise for work and collaboration, depending on the task- both for staff and students

personal space

Eco-advice centre

More open and inviting spaces within all of our buildings - eliminate long corridors with cellular offices.

Much more digital focus - we talk about enabling technology, allowing people to move around campus and then won't give staff a mobile phone. Get rid of most landlines and give staff mobiles instead to enable a truly mobile workforce

timetabling that works and allows for genuine module options

Up to date, mobile, digital connectivity provided to all staff

Much, much better IT. The systems are clunky, inefficient, and are wasting the University time and money.

I'd like to the campus to be 'smart' and work better for students and staff in their everyday lives as well as support research and teaching activities through the trial of technologies and approaches as well as the data generated from the smart campus sensors.

Greater lab facilities in UNMC

Remove the need for each teaching/research staff member to have individual offices, excuses like "I need a large office for all my books" or "I use it for teaching" are common!

Decided cloud servers to help process large data sets, employing more academic staff

The teaching spaces brought up to date (This refers to UNM)

More green spaces

ambitious architecture that is iconic and facilitates interaction

Another new teaching building on University Park

strong and well functioning digital infrastructure and highly flexible work spaces

More modern facilities in some areas

Freed from the considerable costs of UNN and UNM, the new UNLondon campus is thriving ...

I would want to see better digital communication, currently the systems are too fragmented and ineffective (no clear reason why there are so many different systems). The systems design/ implementation should be driven by user (staff and student) need and usability. Staff and students need to be involved in consultation about systems and infrastructure.

Digital - we seem to buy bespoke IT systems - why is this? There must be hundreds of Universities around the globe using "off the shelf IT products" - can we not do this? Are we really so unique that we need to spend so much money on IT systems that seem to not deliver (e.g. Campus Solutions)

Reliable, functioning, supported and clear IT facilities, with no ambiguity over preferred systems. Estate that enables connections, and not just between students and staff, but also between the university and the surrounding areas.

I think digital is confused with infrastructure in this strategy. <https://definitionofdigital.com> mentions technology last. Applying the culture, processes, business models & technologies of the internet era to respond to people's raised expectations.

Major refurbishment of the medical school

3D Technologies (Alioscopy 3D monitors for teaching and inspiring students, especially Anatomy/Sports Science/Medical teaching), and also Virtual Reality (In the future this will likely be used a lot for Surgical training)

Better maintenance and updating of existing laboratory space and equipment. It is underestimated how much the research laboratories contribute to undergraduate teaching.

Working more closely with external digital partners (google, Microsoft etc) would ensure we have a digital infrastructure that is as user-friendly as the commercial products students use on a daily basis. Currently, they are not.

More pleasant working environment especially in the QMC

New/Refurbished Accommodation on University Park, the current lack of any meaningful investment and vision in this area is very concerning, it's giving private sector operators a clear advantage in this market segment and in it's current for undermines the whole student experience message.

please make the lights in the lecture theatres in science part of campus not make me fall asleep - literally cannot keep my eyes open and this happens in lectures i am actually interested in too
Make teaching infrastructures reflect subject-related demands rather than focus on traditional one size fits all solutions. Future physiotherapists and theoretical physicists need a completely different skillset, and their respective teaching infrastructure should reflect that.

Sell KMC and consolidate on Jubilee and invest to give the campus a sense of place. Common rooms for staff enable engagement and team building, common areas for students breakdown sense of isolation.

each student place at the lecture room is equipped with lap top

can you buy up housing and land to connect the main campus to the Jubilee campus?

I mayu have the foresight to predict what the world will be like in 10 years time, but I doubt I have the mental agility to explain why I got it wrong. I'll pass on this one.

A single student record system that is both intuitive and is actually fit for purpose.

fewer lecture theatres more shared spaces

Learning that is a cut above all other institutions. Project Transform was bold, but it was 70million that could have been spent on student-facing technology instead. Whilst this project will (hopefully) transform staff admin processes, the students won't really see the benefit.

Better online access to teaching and research resources, which in China are inaccessible due to limits imposed on access to internet. VPN in all staff computers.

Stop sending staff on expensive and carbon wasting long haul flights at the drop of a hat (in Business Class!). Use Skype and teleconferencing to help promote collaborative working that doesn't cost the Earth (both lieterally and figuratively)

Being digital leaders both in the ways we teach and work.

Stop building new buildings and maintain the current ones better - some are embarrassing to work in

Nightclub in portland.

integrated university app for staff and students; more innovative and attractive website; physical infrastructure: train station on Jubilee!

Have relaxation and play areas for staff and students (e.g. pinball, snooker etc.) and free fruit on campus.

the biggest and most innovative library in Europe among Universities

Better-phrased questions in the Module and Teaching surveys given to students at the end of the semester (some Schools have them as pilot, currently).

Interactive classroom technology - students increasingly bring their own device and we are moving to paper-free teaching, but not making the most of the opportunities these bring.

Much improved digital technologies for teaching & learning and external engagement

Sort out the heating and windows in the Trent Building - I've been here since 1995 and there has been very little progress

Restrictions on access to the Campus during quiet times, reducing thefts, crime and anti social behaviour which is rife on the the Campuses

Expand mental health services

Upgrade of buildings and social spaces on Jubilee Campus. Upgrade of halls of residence

Simple yet powerful system that make life simple

More flexible learning, social and recreational space.

The physical infrastructure so often seems to be in disrepair, or is always under construction which is disruptive. I would like to see an end to that.

Driverless Hopper Buses or a skyline between campuses

More library and laboratory facilities available. For quite some time the university has had practice when something becomes demolished/discontinued and nothing comes to replace it. This could not carry on. By the time I was graduating the university lacked studying space as well. Perhaps some things should remain less fashionable and more practical: less fancy open-space and more practical study areas where work could be done, less buildings with massive voids in the middle, more library space. Old George Green was a fantastic library: well-organised, practical and easy to operate, all it needed is expanded book fund, not an appendix with very little practical space and still not enough books.

More sport space and facilities

More digitization and online resources

Even more green spaces and even less cars. Warm and comfy space for studying and socialising.

Move the admin off KMC - they need to be surrounded by students!

More buildings with modern and eclectic architecture to house new disciplines in education!

We need to be careful about the potential loss of expertise (from increased turnover of staff) that is likely to result from outsourcing of IT services/systems. Once that knowledge and expertise is lost it takes a very long time to replace and build up again. If we want support for our university to be top-class we need to employ the best people directly and make them a part of the university family, not just outsource the issue of managing that to someone else whose primary interest is to make money, and only to support us as best as is possible if that happens to involve them making more money.

Better newer tech, quicker adoption, improved tech skills in the academic area, they need to move with the times

More large lecture spaces with interactive technology

Upgrade our crumbling digital infrastructure and centralise our database systems

Modernise the old buildings and the facilities therein

Seamlessly integrated digital interaction wherever, whenever, whoever.

Less use and reliance on buzz words such as 'Digital' (What is Digital Research or Digital Learning, they're meaningless and don't excite people), let the quality of our teaching and research speak for itself without hiding it behind fashionable terms.

being able to use the most up to date IT equipment

More working from home, though financially supported by the university

Fully refurbished research labs. This place has cruised on its laurels for far too long and needs to see that the research and teaching space is no longer fit for purpose.

Excellent accessibility

More focus on being ahead of the curve with digital improvements - we are currently well behind private sector and most post-92 institutions, we compare ourselves to Russell Group who have the same mindset, without widening the comparator we will always be stuck in the past.

State of the art.

Wellbeing building. Improve on the current digital infrastructure as, although it is new and will have teething problems, is not actually designed with distance and online learners in mind and this could be an opportunity to increase revenue that is being wasted/made worse.

Have all textbooks online, have less assessments and the assessments done electronically

More outside learning spaces - not only academic but also sporting in the addition of more astroturf pitches and the addition of stands in order to promote the spectator side of sport which is beneficial in inspiring others and brings about a sense of pride in supporting the University.

More opportunities for students and staff to work in China or Malaysia for fixed periods of time.

Would aim to enhance the student and staff experience and integrate the three international campuses. Also to increase awareness in Nottingham and wider area that this is an international university.

Better maintenance of our current infrastructure to maintain an excellent work environment, e.g. more money spent on proactive/planned maintenance and for essential re-refurbishment to save money on reactive maintenance.

Environmentally sustainable. This would be selling point for students as well as being the right thing to do. The waste Nott campaign is more about plastics, which is laudable, but does not help with global warming. Commit to producing CO2 accounts and look to reduce as much as possible. Could parts of the campus be traffic free?

No more buildings. More investment in staff.

More flexible working for staff and greater opportunity for better office space - standing desks etc
no new buildings

Students services staff engaged with students

School of Medicine T&L building on UP campus (so still handy for getting to the hospital campuses for clinical teaching)

Maintain the dignity of the campus - green and prestigious. Embrace an architectural style that inspires and is uniform to maintain an identity. Jubilee campus will feel dated very soon. Embrace the edwardian baroque etc. This will inspire and motivate future learners more (especially international students). Think how awful Warwick Campus is compared to others.

Hav a save and healthy working environment where knowledge exchange and discussions can be held between all staff and postgraduate students

Learning is about being in the shared space and learning from each other. This needs to include physical spaces and experiences which stretch learners and staff. Isolated learners become poor learners.

Turn the drive of the PDPR system from a negative (what are you weak on - work on this) to a positive (what are you good at what can you do). Help staff to better themselves using the university as a learning source.

Become properly 'Digital'

As much digital as physical. At the moment the online learning seems to be more a dumping ground for ppt files and admin about the course. This leads to physical spaces being over capacity.

Holography: courses, programmes, industrial collaboration, institutional collaboration, school and college seminars

Just sustain and manage existing . No more buildings

Please plan any further relocation of staff and development of IT systems (and they WILL no doubt be needed sooner than later) in collaboration with staff expertise about their needs and what will work. We cannot as an institution afford to again only bring staff in for 'consultation' when the decisions are done and dusted. We have lost so much in the past four years because Accessibility (equality, diversity and inclusion) was not put front and centre of the decision-making process.

A Well-Being Room for Staff and Students to be made available on all of the Campuses. Mental Health (for both Staff and Students) doesn't take a holiday. In this ever fast moving 21st Century World, it can easily get unintentionally lost in the mire of other equally important aspects. The Well Being room would be an intentionally designed Welcoming space, Designed to enable Staff and Students to take a 'pause' for a few moments or an hour or so. To mentally and restfully recharge before carrying on the rest of the Working day.

Digital technology - like display screens, WiFi, and computers - that just work. Perhaps I can use my own device to access university resources safely and securely, so I can just crack on with work.

Digital services that allow us to get the best out of the spaces (responsive booking, virtual spaces, one single booking and scheduling system that shares and manages all spaces as the disjoint in current services is appalling and wasteful.

Develop ability to deliver bespoke software systems that address key requirements, on time and on budget.

Common rooms instead of graduate centres...all together...UGs PGs PDs profs...tecs...

university apps that can be downloaded onto tables/phones that would have you staff/student profile, electronic training records etc, research apps that could involve staff and students as well as the public.

Having an integrated system, which allows both staff and students to use its online platform to be more involved in the university,

improved teaching space and agile working for staff
well maintained and properly heated/cooled buildings

Pictures of long-standing staff members who have been loyal/ contributed to the growth of the university on "Wall of Fame" Nottingham

We need to give students and staff access to more digital tools and find ways to encourage them to be used (i.e. creative cloud and say creation of a poster on In Design as part of a modular assessment).

A lot better digital presence - why we are still requiring multiple hard copy submissions of typed-up coursework, printing lecture slides for entire cohorts then dumping the unused ones in the bin at the end of the lecture, etc is beyond me.

Follow thing through to the end and reward winners

Space is a bottle neck in Engineering. The same goes to technical support. Improve infrastructure and appoint dedicated staff members.

Consolidate away from KMC. Co-locate professional services into good quality space close to those who need them. We don't need desks for all of our staff (say 60%).

if we can just make more time by clever use of digital - cut down on emails - smarter marking (digitally)

Reliable, transparent software. Keep buildings light. Keep plenty of greenery on campus.

Better communication and amicability between students and staff.

Maximise energy efficiency and minimise wasted energy. Sustainability is the future.

better online platforms, recording of lectures and making them available online, programming as standard part of undergrad degrees

an online platform should be constructed by Uni. the platform should have a strong relationship between social media or student uni account, but the platform should never show the REAL name of student. ideally, there should be some separate space for different schools, so students could easily find the part they belong to, and post whatever they want. the professor could also post what they want to post. the purpose of this platform(BBS?) is give an anonymous to professors and students, and the gap caused by the identity could be smaller. also the platform could provide an online spacing for co-working and online problem solving. however I must say the online form could cause some problems like online bullying.

A radical idea, but the tower building is so ugly and an eyesore it would be nice if it were removed. Same with the other brutalist style buildings around campus.

A concert hall

More safe campus for all students who study and stay
Make management accountable

More alumni relation

More eco responsible buildings, Solar powered rooms, Harvest Rainwater to flush toilets rather than using good quality drinking water. No Printers or filing cabinets

Better maintenance of existing infrastructure

In my 40 year experience of working in four different universities, the single most significant feature to aid cross departmental teaching and research activity is service teaching. Service teaching makes staff in different departments talk to one another, but unfortunately, the rise of cost centres has more or less destroyed this feature of university life.

State of the art research facilities and laboratory teaching spaces

Definitely more teaching spaces, we have very little room now and if the number of students keeps going up then there will be no room for inspiration.

Show that the University care/are interested in people, not just in money.

quality and reliable corporate system, better professional development opportunities focussing on IT and digital infrastructure (after being installed 6 months I still do not know, because I haven't been shown, how to use the video conferencing system in our main meeting room)

Investment in older buildings to update/improve.

genuinely paperless environment,

better design of physical space, thinking about open plan, but this needs to be quieter and less disruptive, also a lot of small / medium bookable meeting rooms

A nice balance between the individual and the collaborative, and a recognition that this may vary from discipline to discipline. Flexibility and diversity in the recognition that not one size fits all.

increase using web-based technology for teaching and labs

E.g. teaching spaces that facilitate collaboration (so no more mandates about returning desks to rows in seminar rooms!).

More large lecture theatres

Clear, focused guidance from the university on digital pedagogy and why it matters. I am quite new (and pro-digital), but it seems to me that the university spends a lot of money on gadgets and equipment, doesn't really know what to do with them, and then most of the staff (at least in my department) ignore them. We need to know why digital tools will enhance our pedagogy and how to use them effectively.

break down the barriers (physical and metaphorical) between spaces

Stand alone large Business School building on Jubilee Campus

an annual event that is free to attend but is for all staff and students across the University, all people should be able to attend

A fully functioning and seamlessly working student records system.

Delivering digital infrastructure that works and doing it on time would make a significant difference to the lives of both staff and students.

Walking into Google's meeting rooms, you are not struck by a variety of Microsoft Surfaces, but you see whiteboards, where people can openly share plans. We seem to have upgraded to MS Surface, without even equipping our people to use them. They are now used as fancy whiteboards. Did we really need that investment? It is not about going digital, but it is seeing digital as an enabler, and not a foundational plank of our work. We have to look at how we can provide equal access to all software and hardware, regardless of your 'rank' in the hierarchy. Now, UGs or PGTs do not get any access to Skype for Business, reducing the capabilities to use MS Surface for example. It is about breaking down the barriers between and within the student and staff population.

Streamlined software packages that work well and are value for money.

Considering the students' reflection especially when it comes to accommodation

I cannot see the future as a lot in the present need to be fixed.

Better use of technology to engage with staff and students even when they are not present in a physical campus.

Be more radical when buying systems. The version of Campus Solutions was already an old version when it was procured. Get the best of breed for each area. The CRM system is not fit for purposes. We need a strategic plan for reporting and one system. Stop allowing pockets of the university to do their own thing.

We are so behind digitally its shocking. We should look to global leading companies for inspiration and aim to lead the way in technology rather than lag decades behind. Currently it is almost impossible to get IT support for new or existing software issues or improvements.

Making it easier to upgrade old IT equipment but with a greater range of specifications low and high

Overhaul website and other externally facing digital channels - compared to previous HEI I worked at, UoN is years out of date. For example, student and staff experience of using the website is frustrating and cumbersome.

That as much of the campus as possible is multi-purpose, flexible to meet changing needs.

More inspiring green spaces

powerful digital network to connect campus teaching and external available knowledge

More innovative and smart teaching techs + more individual working offices and places

Move PG off current Ningbo campus and have a state of the art site prepared for Research and PG Taught classes. Target opportunities to run a highly successful and professional Foundation College International Pathway, where an intensive year with UNNC CELE will prepare a new cohort of students to then study their main degree overseas. This could be at UG and PG level and it would build up strong partnerships with overseas universities.

scientists have space to pursue their work, and students come and join professors, can work together

Updating the older buildings

Lecture Theatres equipped with large whiteboards.

Have academics work on site so that students/staff can talk to them when they need. I understand sometimes they work from home, but this causes a barrier between students and staff and has a negative impact on them. Or be able to skype them. If academics are actually working from home they should be able to interact with students like they would if they were here in the office, an 'open door' policy.

be more smart and environmental friendly

A more joined up and connected University both physically and digitally with more inclusion and input from all staff and students. To see EDI and wellbeing embedded in all that we do.

Prioritise knowledge: learning and research - and library facilities and resources.

Less management/ top down policies for schools - devolve things back to schools so they can co-create with their students, develop their own teaching/learning and engagement which is tailored to

their students and their faculty subject. Lots more individualism of programmes and flexibility to adapt to any student's needs.

Freedom for staff to work remotely (within reason and where possible) - so many of our staff commute to work at our campuses in the UK... Nottingham is not an easy city to reach and the parking charge is unfair and will just increase each year, unfortunately not in line with cost of living increases!

A sense of place and belonging - and open community, where work and social blend. Light, attractive buildings (replicate George Green).

Our physical infrastructure is very good. Our digital infrastructure is embarrassing. Our flexible desktop space, which the students love, is about to be turned into a fixed desktop space (not loved because largely inaccessible during teaching hours). Also simple things like having a system where the appropriate bits of our PDPR information (e.g. publications, grants, teaching etc) are dropped directly into our personal webpages so that they are updated at least once a year and is an efficient way of updating our external profile. Other universities I have worked at were doing this 20 years ago and Nottingham looks backwards by comparison. Also, more choice of office computers - we do not all require a simple machine which only word processes.

For me, this comes down to being more of a cultural mind-set and attitude which needs to shift throughout the University. Some colleagues perceive technology (digital and online learning) as a value-added something rather than it being integrated from the core. A good example of this is the new Teaching and Learning building. Whilst I cannot deny the quality of teaching and learning it can facilitate, it arguably sends a message that this is an area from which teaching excellence occurs – but do not expect it elsewhere. The quality of teaching and learning facilities needs to be improved across all Campuses (especially those for the Faculty of Medicine and Health Sciences). It is not necessarily about filling each room with state-of-the-art technology either it is more about providing good physical space to allow Schools to find the appropriate technology to support their specific teaching practices. Technology will vary over time so addressing the physical environment is the key to helping us accommodate more dynamic teaching classrooms.

The main thing would be to let staff just get on with their work rather than the corporate management approach and all that goes with it. The rest would then fall into place.

Campus Solutions needs to be made to work for all students not just UK nationals who do a three year degree in the UK. Our processes such as timetabling need to be flexible enough to support our teaching and learning ambitions. Too often our own international processes strangle our creativity and prevent us from doing incredible things.

better integration between digital systems

Less infrastructure. There has been a policy which has seen the estate expand with commensurate additional costs such as heating, rates, cleaning etc. [text redacted] Even the Student body pointed this out in an article in Impact. The article was primarily concerned with the creation of Student Services but juxtaposed the investment in unneeded infrastructure vs. investment in Student Services staff. If the students think this you can bet that the staff think this too, and at a time when a push for savings means that they are in danger of redundancy. A recipe for the low morals and engagement currently awash across the University.

I would like to see us develop a digital campus - that staff and students can engage with as fully as our physical campuses. This would aid distance learning, encourage students and staff to push boundaries and enable more flexible working. We should aim to be carbon neutral as soon as possible and our infrastructure should be built to deliver that.

Easy to use and accessible digital and physical infrastructure, which is well maintained and something to be proud of.

Accommodation, better teaching spaces and a digital environment that works
Only small group teaching with few lectures (so more small room and less big auditoriums). VPN in China

Organise space around educational needs and research themes - get away from old-fashioned disciplines, such as those embodied in School names
A few more large(~350-400) lecture theatres

More green spaces. better outdoor keep fit facilities for staff & students. Improved footpaths & car park facilities
up to date work areas, and up to date/state of the art equipment.

Up-to-date facilities (buildings, labs, offices) and communal areas for practical work outside of labs.

A rejection of Campus Solutions and implementation of another student record database, such as Lancet in Engineering. This would provide a more fit for purpose system at a fraction of the cost

Kings Meadow campus to be remodeled/sold as is an uninspired drab space, more student work on display around the University. Working from home opportunities after going more digital- should be across the and not department-specific.

As above - more flexible use spaces.

Something much better than MyNottingham. A sort of central knowledge bank would make our jobs much easier in the long run, in the Administrative department.

Staff and departments should not feel "shoe horned" into unsuitable spaces just because there is nothing else available. This was not addressed sufficiently as part of Project Transform changes.

The Jubilee and UP campuses merged into one with the land in between bought by the University.

Improve the recruitment process and employ people based on their relevant and transferable knowledge and not just from their education and work experience

More walking and cycling provision. Encouragement to cycle and walk with incentives such as credits, vouchers etc.
More individual offices

Following the Campus Solutions debacle, either invest heavily in the development of further IT systems, or be transparent as to why it has taken so long.
Reduce number of parking spaces and replace with cycle parks or green areas, install electric car charging point at each remaining parking space and ban all non-electric vehicles from entering campus.

Hide the car parking underground and open up those spaces as social and collaborative spaces e.g. around Coates.
Embracing flexible working, with opportunities to engage with others built in and utilising impressive helpful 'kit' that makes you feel proud to be associated with the University.

Better integration of research and teaching space so that students can gain experience of research.
centralise practical work-spaces to make more room for better shared offices for technical staff

Digital transformation needs to be both adaptive and to work seamlessly with the University offerings

Decrease number of vehicles on campus, increase green/shared outdoor space in Engineering.
Improve Engineering first impression.

The biggest thing we can do to facilitate a creative and innovative approach to teaching is to reduce the top-down control of systems, processes and behaviour across the University. Academia should be a safe space for independence of thought and action, and the University should be prepared to take risks: don't stifle creativity for the sake of uniformity; accept that the heterogeneity which follows from originality will inevitably lead to pockets of poor performance, but this is the price to pay for the greater gain to be won from pockets of excellence. This links to my point below, because I think we should be managing teaching (and research) in smaller units...

space that feels less "corporate" and better designed to fit a rich, diverse teaching environment

i see less real things and more virtual things happening, for the worse, you need hands on experience not pretend

less open plan office space

more open spaces which integrate staff and students

modern well equipped and engaging research spaces

efficient use of spaces and better design at one time, rather than redesigning spaces every two years

New facilities for health and medicine - it's not at all inspiring to work or study in the old QMC buildings

More ability to be mobile and work with students/staff with lighter weight technology. Thus requiring fewer offices and tambour space.

Less vanity projects (e.g. Aspire) and more specialist facility for research .

Students need to graduate with more than just a degree. Develop more initiatives like the advantage award. Students also become part of the city giving them a civic duty which should be developed and recognised. The university should also be transparent in as many ways as possible and not depend on being a red brick institution. This is outdated and students are no longer interested as they will look at what else is on offer through league tables, digital footprint and value for money. Modern architecture and continued maintenance of buildings, I feel that a lot of the campus looks outdated compared to other Universities

Better quality teaching and research facilities across all the university

Better maintenance of existing facilities - it seems that new building has been given priority over routine refurbishment or maintenance e.g. teaching laboratories.

I like the idea of 'sticky' spaces where students and staff might get together naturally to encourage collaboration and communication across boundaries.

As above

better teaching rooms

integrated planning that includes how people move round the university - i.e. rain free routes, pedestrians prioritised

we need to lead the change towards outstanding transport links and facilities - nobody should have to drive or if they must on occasion they should easily find parking.

Don't go all "online/digital" - it's all about personal contact

Jubilee to become a second fenced off campus with grass areas not just a road with a series of buildings on it. Both parents and students constantly comment about how lucky we are and beautiful the main campus is on open days. This should also apply to Jubilee so that if you are studying there it is not seen as a second rate experience.

Less extravagant architecture and more sensible investment in the university estate

continued investment in transformative digital technologies that enhance teaching and research transparency and fairness

Physical - Light, bright and airy with adequate power points, and controlled temperature, as well as flexible furniture/space. Digital: the most important thing when new tech is brought in, is that there is training on how to use it for your particular role. We are given the tech eg O365 but training is not tailored to our roles/what we do - we rely on individuals who have tried something and it worked!

This disrupts their working time. Local IT/Training champions would be useful, someone who works in an area and is in the know about how to use, and can be given train the trainer training.

Technology is only as good as the person using it!

Have a joined up modern IT infrastructure that assists UoN STAFF AND STUDENTS

(Wireless) Vehicle to Grid (V2G) charges on each parking bay and solar panels on every surface to make UoN's direct and indirect carbon impact negative/neutral

More staff working from home if they choose, more staff accessing meetings and seminars, events online from their desk (webinars, skype) STILL very many staff feel it beyond them to use technology to link with people in other parts of UK/overseas from their desk (on an individual basis) still too much unnecessary travelling. More online distant learning

Facilitate a practical, functional, much more virtual teaching environment which students and staff can access from anywhere in the world, as if they were in a class room. In addition to that, the facilities at University need to be inviting and deliver that unique interaction between staff (research experts, inspiring teachers) and ambitious, curious students looking for a sense of belonging when in contact with others.

Not sure

create inspirational spaces which are conducive to people working together in partnership as opposed to in dull functional office silos

Embedding Campus Solutions solidly into the University. Using a CRM system to manage student enquiries and taking customer service SERIOUSLY. The CRM needs to be owned and managed by a Customer Service Team.

more open and non-traditional study and classroom spaces

Bigger library and more study spaces

Online / remote enabled teaching and research facilities availability

Low-energy buildings adapted (even retrospectively) to suit the climate - think outside the box.

The infrastructure to adopt digital technologies in providing a more comprehensive and realistic teaching and learning experience to inspire and engage students

Allocation of space and resources according to need not status or rank. For instance, a research group might need a bigger (more permanent) working space to store their equipment and assets Both physical and digital. Better facilities and controlled access.

More learning space for students.

student and staff activities - engage students and showcase students' works leading to better life

both physical and digital. They come together as one unit.

Green campus

A proper plan of new building work covering the whole campus rather than just piecemeal new builds here and there

research facilities and equipment

Fit for purpose facilities for the courses we run i.e. lecture theatres that can accommodate all students, seminar rooms with working AV kit which is fully supported by in-house technical IT staff, re-acquisition of space occupied by the QMC in Medical School, creation of a new purpose built Anatomy Suite for the Universities Flagship Course in Medicine
Training room for staff.

Spend less on physical estate, more on digital and workforce.

More rain proof roofing for pedestrians.

1. Try and get staff to stay on site during lunch and evenings through social; library space; 2. bring in more of the public

Bigger hall in campus for graduation

See answer to 17.

Functional space particularly for collaborative learning. Not just futuristic-looking space that can only be used in a conventional way.

Using facilitated and self directed digital interactive learning and virtual reality routinely by students, academics and support staff integrated with face to face teaching, with Digital champions and digital support staff experts embedded into all schools

A clear priority to deliver international citizens of repute for the global community

Systematic management of parking spaces

more flexible working practices with the technology to support this

2 more campuses on different continents, and a healthy exchange of students and staff between all 7 campuses :-)

Provide more appropriate office space or move to agile working where all staff are trusted to get on with their work whilst they are working remotely

more and better studying facilities with more laboratories

Open sleeping rooms during exam periods. Make Library 24hrs. Add yellow lights at UNM to make it more lively and less depressing.

Open sleeping rooms during exam periods. Make Library 24hrs. Add yellow lights at UNM to make it more lively and less depressing.

More/better accommodation.

Refurbishment of the buildings and the use of the latest version of educational equipment

short term thinking that prioritises the budget over long term yields: so we sacrifice by building cheap buildings and then later encounter issues.

More incubator, library and research centers

Infrastructure that makes natural teaching and learning activities that span over our three campuses and the world.

One of the main complaints from both students and staff is with regards to the tech - how slow are the connections, old equipment, etc. I know of some academics who have been using the same outdated PCs with old OS for more than 6 years.

More Accommodation blocks. Auditorium style lecture halls

Better equipped co-working spaces on campus for all students; advanced technology, comfortable areas, ample resources.

The ability to engage in more personal contact and collaboration supported by the very best digital intuitive, fast and reliable infrastructure

More green space and convenient parking space on campus.

Please don't build on too much more of the green space - it's an amazing asset.

Sport facilities enhancement, working space extend, more communities on campus which focus on local people with international staff and students.

Move from technology as a barrier to an enabler / accelerator. Get ahead of the curve. Possibly leap-frogging the next set of technology. There are some excellent IT trainers but need more and more cutting edge knowledge and get them out and about supporting and facilitating staff and student aims.

As a part-time member of staff, I would like to see ways of agile working consulted upon.

Engagement - I have limited access to staff meetings and resource allocations at present. Become The Pioneering University that harnesses how digital can bring social learning (not isolation).

Have open plan working spaces for members of staff. This would be beneficial for members of staff to share experience and knowledge openly to understand what students require. Also, it is healthier that way for staff mental state of mind to be working in open spaces area, rather than couped up in individual offices.

more open plan (partially separated), large, mixed teaching space for studio and lectures to take place at the same time.

Better accommodations for students and better parking for staff.

Campus pets

SAIC

Digital infrastructure

smart campus

No

with the development and implementation of 5G technology in China, maybe more digitalised real time teaching and learning in future

We need to catch up first. We need a decent intranet and a modern website. We're currently looking very outdated when compared to our competitors

Apart from the a bit restrictive VPN usability mentioned above: Maybe Students could get trial access to the HPC facilities (sure, that is only relevant for very few disciplines but it would give the students there an advantage they might not get at other universities).

Quality accommodation for students Cohesive working environment for staff. Investment in consistent quality working environment for P.S staff A more consistent approach to processes across department (standardisation). Online services for students to be much better

A proper flow-through system so you only have to input your password once (on-campus network) to access all the resources available to you (sensitive resources still further password-protected). No reason why I can't just get into Workspace once I've logged into a library PC, no reason I can't also be logged in to the library system to at least view my account, no reason I can't be logged in to my email automatically.

Home working for staff - working from anywhere in the world (if requirements of a job make it possible).

A more robust and engaging digital presence. The physical attributions of the campuses are only apparent to those already at the university or in the local area. Developing an online digital presence which is visible to everyone and relevant across many areas of daily life. We should look to bring more young people into the positions of marketing and digital to generate ideas.

Our digital experience uses all the data and technologies available to present our staff and students with the data they need to be the best that they can be....whether this is a student wanting to achieve their best result, a researcher wanting to push the boundaries of their subject or a teacher wanting to improve their student outcomes.

Reflecting the innovative and research leading accolades within the professional functions underpinning this drive

Stop building things we don't need. Surely the money spent on the one way system, bike lanes and digging up green spaces (how many people have you seen on the military spec sit-up and chin-up spots dotted around the main road through campus?) could have been better spent on improving some of the awful lecture theatres we have. Look at our fantastic campus, a major asset in selling us, and stop building all over it.

I want a digital service that is as easy to use as the physical campus

continued presence of Iconic buildings, smart tech re: campus use and activity

Recreation areas and digital facilities which support the students and staff to stay connect and engage.

Ensure staff have access to do their jobs, e.g. correct software available at time of start; implement a digital attendance system (this is currently done on paper)

Can we ensure that Youtube is available in the classroom so we can show video clips to students. If they want to keep it out of the other side of campus fine, but we need it in the classroom.

More interactive classrooms

There is no platform for students to collaborate on digitally. There is facebook and WhatsApp, but they don't work well for work-based engagement. Teams is closed off to them. Moodle is not used for that.

I would like the University to procure software which is actually fit for purpose.

Reduced disparity in quality of physical infrastructure between buildings.

Ability to access all systems anywhere not just on campus

Innovative teaching and learning space

Better integrated demonstration space, incubator space, and retail incubation/maker space

That at least one building has been knocked down or one car park removed and returned to being a green space. That cycling to work is the norm and there are multi-storey bike stores.

I would love to see an online University. This helps so much; accessibility for disabled students (especially those with anxieties), part time students, international students (as additional digital things like subtitles can be vital), those who are ill/those catching up from being ill. We have a wonderful campus and yes, there are things that could be improved, but the internet is universal and creating an online experience for students of all leaning styles to be able to access equally would be amazing. I know that in engineering there are programmes that can be run from a students' home computer that access technology in much better computers here physically within the University, allowing access to top equipment from home and students identify these are incredible things to offer. Lecture capture being used widely in the medical school is praised highly and allows students to revisit difficult lectures and revise well, with staff even reportedly creating their own podcasts if they cannot access the system for some reason, to ensure students get that experience. Additionally, investing now in creating this will keep in line with developments, as digital learning will only become more available and mainstream. It wouldn't be possible in halves though, just having good Moodle wouldn't be enough to create the exceptional space digitally that students need.

I would love to see an online University. This helps so much; accessibility for disabled students (especially those with anxieties), part time students, international students (as additional digital things like subtitles can be vital), those who are ill/those catching up from being ill. We have a wonderful campus and yes, there are things that could be improved, but the internet is universal and creating an online experience for students of all leaning styles to be able to access equally would be amazing. I know that in engineering there are programmes that can be run from a students' home computer that access technology in much better computers here physically within the University, allowing access to top equipment from home and students identify these are incredible things to offer. Lecture capture being used widely in the medical school is praised highly and allows students to revisit difficult lectures and revise well, with staff even reportedly creating their own podcasts if they cannot access the system for some reason, to ensure students get that experience. Additionally, investing now in creating this will keep in line with developments, as digital learning will only become more available and mainstream. It wouldn't be possible in halves though, just having good Moodle wouldn't be enough to create the exceptional space digitally that students need.

More virtual learning and digital solutions for learning and research collaboration but also staff including PS staff

Easier remote working, more home working

Some of the older buildings need to be refreshed, they look dated and do not inspire people when they work/study in them. Digitally - there should be more links between systems - more one step access etc

Proper integration of student records, exam results, tutorial infrastructure - functionality as well, somehow Campus Solutions is less useful for working with tutees than EPARs. A single system would be much more efficient and would also help to reduce the tidal-wave of emails.

larger space for unnc medical clinic

I want to see investment in the basics and sustainability - building maintenance and usage review, our digital service needs to be on par with our campus investment, we need to use analytics and present data we hold in an intelligent way to drive investment decisions, support for staff and student and make the most of the digital technologies we have access too. We also need to invest in staff skills and expect a minimum level of digital proficiency just like we do with a minimum qualification or level of experience

to be proud that we have up-to-date technology to support our work and that it is utilised to its full capabilities by all members of the community

A proper grip on the website, far too much legacy and outdated content just left on there.

I think in being pre-occupied with infrastructure and digital initiatives we overlook the fact that the greatest improvement in the experience of staff and students can be obtained simply through improvements in basic communication.

It needs to work.

Upgraded infrastructure to provide positive working environment. Use of effective IT systems to support key processes and therefore improve communication and increase efficiency

Increased hot desking and further improved digital options to enable working from anywhere, including virtual attendance at meetings

VPN

Refurbishment of older buildings to bring them in line with newer buildings; digital systems more joined up; real-time availability of resources (similar to PC Finder) such as rooms, parking spaces, cafes, shared lab equipment

Less silo working

more collaborative working, study and discussion space for students and staff

Greener/More sustainable.

Better IT, Working from anywhere, faster internal processes (we appear to be bogged down for no beneficial reason)

We need to maintain and possibly shrink our physical footprint and embrace the use of digital.

A physical digital research and teaching hub where academics can go for advice and training on new digital opportunities

Continue to invest in our infrastructure to ensure that we have an improved standard of social spaces on every campus (as Jubilee Campus does not appeal as a place for students and staff to socialise compared to University Park),

better digital training for all staff

Focus on health and wellbeing. It feels like this is always a secondary consideration in all work whether its building developments or new programme creation. That change in emphasis particularly in changes to the estate, whether in the creation of new buildings or simply when considering redevelopment or team relocation would be beneficial. And it doesn't mean simply listening to people going "I need my own office or I'll be depressed!" It means working for the latest research in this area.

Reduction in complexity, increase in seamless navigation across systems and enhanced robustness.

Staff working environment needs to modernise and be in touch with present day thinking. Smarter working environments, flexible working patterns, laptops, more general working spaces across the University for staff

a student-facing reception in Trent building; general upkeep of what we have

The medical school needs overhauled. The physical infrastructure is extremely poor.

School and departmental 'homes' - reasons for students to be in physical departmental spaces to facilitate easier/less formal mixing between staff and students. It would help pastoral care, it would provide better student engagement.

use of common spaces to showcase interdisciplinary R & T

See my answer to Q19 - invest in the estate.

Lecturing has its place so there must be provision for it and I don't see that changing - BUT I'd like to think that in 10 years time a much higher proportion of our teaching would be done 'interactively' (both physically and digitally) and that our infrastructure would reflect that.

Student-designed infrastructure - halls, mono-rail, bus stops, bridges.

Reliable, user friendly, supported and consistent uses of technology/applications/programmes.

Ambitious environmental targets that drive cost efficiency.

More efficient and less wasteful spaces and buildings. Car free campus

continue to grow Jubilee Campus, as a fully serviced campus

We should invest in our halls so that we can offer students greater accommodation options and choice. We enhance our digital capabilities so that we can deliver a blended learning experience to a wider range of students and lifelong learners.

A new medical school building

See (47) above.

Significantly enhanced digital capabilities, particularly in the customer facing space (prospective students, current students and alumni), this cannot be the same in 10 years time if we are to continue to aspire to be a world-leading university

Something that helps maximise the potential from our alumni base - a digital platform ? physical spaces e.g. a Nottingham club in London ? an alumni club that is active in a similar way to rotary clubs.