University of
Nottingham
UK | CHINA | MALAYSIA

Strategy Green Paper Consultation Report 2019

Summary of Ideas and Responses

Contents

Introduction

A Green Paper consultation on the future University strategy was undertaken during March and April 2019. This consultation was undertaken across all three countries UNUK, UNNC and UNM (University of Nottingham UK, University of Nottingham Ningbo, China and University of Nottingham Malaysia). The Green Paper offered information and invited responses to specific questions across a range of themes. The consultation closed on 1 May, with final responses received on 3 May.

Responses came through:

■ data collected in response to closed questions in the online questionnaire

■ responses to the free text questions in the online questionnaire

■ points raised orally at the five town hall meetings

■ ideas collected on paper at the town hall meetings

■ ideas collected through local meetings eg team meetings and in discussion at University committees

■ ideas collected through the 'consultation stalls' in the UK, mainly from students

■ other ideas submitted directly to the Deputy Vice-Chancellor and strategy team

Across all of these response routes, over 17,000 individual pieces of feedback were received. The strategy team has worked through all of these, analysing the free text responses to identify themes, supported by numeric analysis of responses particularly to the closed questions in the online questionnaire.

Resulting from that analysis, this report provides three things:

1) a summary of each theme identified within the consultation responses

2) the main ideas within each theme

3) a response to each idea to confirm whether it is:
   a) visible in the proposed content for the strategy
   b) consistent with the proposed content for the strategy
   c) for further consideration
   d) relating to work already underway in this area
   e) not agreed because (reasons given)

Further information

Further detail on the responses to the consultation, including access to all the original material submitted has been made available on the **strategy website**.

Mission

Responses to the consultation confirmed a strong consensus across the University community about our fundamental purpose as an organisation, with most responses referencing research, education and positive impact on society. The differences in view relate more to nuance and points of emphasis within those headlines. A significant minority of respondents referenced teaching and learning but not research and vice versa. Others emphasised specific aspects of social impact, notably social justice, internationalisation and sustainability. A number of respondents cited the original Jesse Boot foundation and its purposes in responding to the question about our mission.

> " To provide excellence and opportunity in teaching, learning, research and innovation. "
>
> Research and Teaching (R&T) staff member, UNUK

> " Aim to be world-leading in focus areas that have the biggest impact across society – and at a global level. "
>
> Administrative, Professional and Managerial (APM) staff member, UNNC

> " Let's be leaders in offering the **best quality of life** for students and staff. This would encompass investing in, improving and promoting our campus, wellbeing, healthy and active living, sustainable transport, affordable housing for staff and students, arts, culture and science on campus and the best work life balance. "
>
> APM staff member, UNUK

	Idea	Response
1.	Responding on the purpose of the University many felt that it was important to be selective and distinctive in what is prioritised in the University's mission.	Visible in the proposed content for the strategy.
2.	Other respondents felt that it was important to retain the breadth, particularly the disciplinary breadth, of the University's work.	Visible in the proposed content for the strategy.
3.	Considerations of quality and of values came through many responses on the purpose of the University – that whatever it chooses to do, the University should endeavour to do it well.	Visible in the proposed content for the strategy.
4.	Some respondents perceived in the University's current strategy a concern with profit and finance which they did not consider consistent with our purpose.	Not agreed. The proposed content for the strategy maintains the position that the focus is on generating opportunities for investment.
5.	Many responses about our overall purpose made reference to the importance of a long-term view – equipping our students for the future and ensuring that the University remains relevant and successful.	Visible in the proposed content for the strategy.

Growth

The closed consultation questions sought views on what type of growth if any the University should aim for. Responses showed a good level of consensus that we should not be growing in our physical spaces or undergraduate numbers but should consider postgraduate and international growth. The main focus in this area is in consolidation and growing in quality, research and digital capability.

> Consolidation rather than expansion.
> R&T staff member, UNUK

> If we are to grow we should be explicit about the purpose of that growth, the impact of that growth on the University and the potential costs of growth (eg lower tariff, staff overload).
> APM staff member, UNUK

> Smaller class sizes – I struggled so much in first year with mental health and didn't feel I could approach any of my lecturers about anything – the 300 people – it's just impossible! Makes me so annoyed but it's all about the money I guess…
> Student, UNUK

> Reduction in size and complexity. Quality before quantity.
> R&T staff member, UNNC

	Idea	Response
1.	No significant growth in our physical footprint.	Consistent with the proposed content for the strategy.
2.	New campuses in other countries. An additional campus in China. (See idea 7 in the 'global engagement' section).	New campuses in other countries not agreed because the Green Paper stated 'we are a single University with campuses in three countries – and there is no intention of changing this position'.
3.	No significant growth in undergraduate student numbers.	Consistent with the proposed content for the strategy.
4.	Increase numbers of mature, international, postgraduate and part time students. (See idea 1 in the 'global engagement' section).	Consistent with the proposed content for the strategy.
5.	More students enrolled on blended and online learning programmes.	Consistent with the proposed content for the strategy.
6.	Any growth that is planned should be supported by the appropriate related growth in infrastructure and staffing.	Consistent with the proposed content for the strategy.
7.	Agree measures of success that are not based on size/ growth, but are based on quality, outputs, efficiency and experience.	For further consideration.

Research

Overall, the responses to the consultation indicated both a high value attached to the University's more fundamental 'blue skies' research, and a view that responding to external challenges and applying our research are vital.

There was strong support for more engagement of students within our research. The Green Paper invited respondents to consider links between research and teaching. Many respondents felt that research and teaching are already well linked across the University but that more may be required to articulate and communicate this, others indicated that the connections work differently at different levels of study.

Many respondents perceived cultural biases that rate either teaching and research roles more positively, with mixed views on how far these aspects of the academic role should be separated.

The University Research Committee and a number of faculty committees submitted responses in this area. The research community were invited to give their views in more detail on the progress and impact of the University's Research Vision during the spring term. The outcome of that consultation will also be considered as we develop the new University strategy.

> Aim to be world-leading in focus areas that have the biggest impact across society – and at a global level.
> APM staff member, UNNC

> 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.
> APM staff member, UNUK

> Partnership between the different schools to encourage cross-research and to foster innovation and entrepreneurship.
> Student UNUK

> Always have an impact plan for research – and if outcomes are not to be protected or commercialised make available open source.
> R&T staff member, UNUK

	Idea	Response
1.	Research is fundamental to the University's mission and purpose. Support for fundamental research as well as research to respond to external challenges should be at the centre of our strategy.	Visible in the proposed content for the strategy.
2.	More collaboration with industry and other partners (See the 'knowledge exchange, employer and business connections' section).	Visible in the proposed content for the strategy.
3.	Set up institutes of interdisciplinary research excellence, working across schools and faculties and engaging students in research.	Consistent with the proposed content for the strategy.
4.	Develop our processes for applying for grants to ensure we are both efficient and effective, targeting appropriately, informed by skill and experience from across the institution and include infrastructure costs.	Consistent with the proposed content for the strategy.
5.	Consider the impact of the workload planning tool in creating barriers to balancing research and teaching commitments. Process modelling to ensure the right people are doing the right tasks across administrative, technical and academic roles would release time to support an increased focus on research. Manage research performance and expectations/outputs.	Consistent with the proposed content for the strategy.
6.	Regularly review taught modules to align with research and ensure they are informed by research; focus on disciplines that are research led and have a need within society or our stakeholders/partners in industry. Encourage problem based learning and team teaching.	For further consideration.

	Idea	Response
7.	Design buildings to support both research and teaching in the same space, use our digital and physical infrastructure to support research excellence.	Consistent with the proposed content for the strategy.
8.	Specific focus on the needs of UNNC and UNM to develop their research power and potential is needed, could be supported by a global approach to research.	Consistent with the proposed content for the strategy.
9.	The Libraries directorate suggested a number of ideas for ways they could support research and knowledge exchange eg dedicated spaces in libraries for researchers to share their work; open access to publications and resources; improving our repository front end to display useful metadata; and recognising and using our manuscripts and special collections.	Consistent with the proposed content for the strategy.
10.	The Green Paper highlighted that the University of Nottingham's research margin in the UK is lower than that of comparable universities. Some respondents considered either that this was incorrect (ie that the figures were misleading) or that it was not appropriate, important or feasible to try to improve the figure.	Not agreed. The figure and benchmarking are correct for the UK. Whilst it is right for the University to contribute support for research which is not externally funded, it is not sustainable to continue to do so at the current level, and there is no reason why our margin should be lower than other similar universities. The University needs to improve this figure and generate opportunities for investment.

Teaching and learning

Both the Students' Union Officer Group and our Teaching and Learning Committee indicated that whilst they are open to and enthusiastic about new teaching practices for a purpose, their overall concern is with the quality of the education we offer.

Through the questionnaire, the wider community was relatively unenthusiastic about the curriculum innovation options identified (Grade Point Average (GPA), two year programmes etc), but more positive about online and blended learning. Much of the free text response from students in this area was focused on immediate 'hygiene factor' aspects of teaching and learning like space and timetabling.

The consultation showed a very strong consensus around the importance of employability for students with many positive ideas from staff and students about how our curriculum could be further enriched in partnership with employers. Responding to options for progressing knowledge exchange, 'training courses and employer-led teaching' were the highest priority for students, with 'industry and end-user engagement in research' the highest priority among staff. 'More programmes developed with employers' was the most popular aspect of teaching innovation for both staff and students on all campuses, with 'more involvement of external experts in teaching' in third place. Specific ideas in this area are covered in the 'knowledge exchange, employer and business connections' section.

> " Complete reconfiguration of our curriculum to move away from modular structure. This will enable us to focus on programme level learning outcomes in areas such as skills provision, inclusion and sustainable development goals. "
>
> R&T staff member, UNUK

> " 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. "
>
> Research student, UNUK

> " Use augmented reality tools and interactive teaching apps for teaching and delivering lectures. "
>
> Student, UNM

> " Offer more degree apprenticeships and employer led apprenticeships. There appears to be a distinct lack of internal training within the University and offering careers which are not degree-led to the local population. "
>
> Research student, UNUK

	Idea	Response
1.	More non-traditional qualifications (degree apprenticeships, Continuing Professional Development (CPD), online, part-time degrees and modular courses).	Consistent with the proposed content for the strategy.
2.	More flexibility in the curriculum with opportunities to study across traditional discipline boundaries. At the extreme, a few respondents advocated what they described as a US-style 'build your own degree' approach in which modules could be freely selected from across the University.	Consistent with the proposed content for the strategy.
3.	Be more agile in designing and implementing courses.	Consistent with the proposed content for the strategy.
4.	A minority of respondents were interested in exploring alternative curriculum structures including year-round provision.	For further consideration – work already underway in this area.
5.	Many aspects of assessment were questioned in responses, particularly from students, including the need, method, form, frequency and timing of assessments.	For further consideration.
6.	Many responses, particularly from students, aired immediate concerns about operational aspects of their current teaching including perceptions of lecturer effectiveness, timetabling and accessibility of courses.	Consistent with the proposed content for the strategy.
7.	Re-think scholarships to create a scheme that works for students, appeals to donors and therefore maximises philanthropic income.	Consistent with the proposed content for the strategy.

Knowledge exchange, employer and business connections

Ideas about how the University should relate to businesses and other employers came through responses to several sections of the Green Paper. In relation to our mission, to how we play our civic role, to knowledge exchange, teaching and learning and income generation. Respondents were consistently in favour of extending and deepening these links and relationships, although a small minority of responses expressed concern about the implications for academic independence.

> 66 I think it's as, or maybe more, important to see the links between teaching and knowledge exchange as between teaching and research – and stop thinking that all knowledge exchange comes from research. Research, teaching and knowledge exchange are each different, but overlapping and can feed positively into the other. 99
>
> R&T staff member, UNUK

> 66 More in-depth collaboration with cutting-edge industry worldwide. 99
>
> APM staff member, UNNC

> 66 The University desperately needs some kind of Customer Relationship Management (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 Knowledge Transfer Partnerships, placements, collaborative studentships, continuing professional development provision and consultancy! Many businesses will be contacted large numbers of times by different people at the same organisation. 99
>
> APM staff member, UNUK

> 66 Closer relationship with Industry and societal needs creating real-world placement opportunities for students and beneficial change for both the former. 99
>
> R&T staff member, UNUK

	Idea	Response
1.	Involve employers in the design and delivery of taught programmes (see idea 2 below).	Consistent with the proposed content for the strategy.
2.	Avoid employer/business involvement in curriculum design as this would constrain foundational learning (see idea 1 above).	Not agreed. Employer/business involvement in appropriate areas of curriculum design can be achieved without a risk to foundational learning.
3.	Roll out new programmes relevant to the employment market more quickly.	Consistent with the proposed content for the strategy.
4.	Have more/all programmes with an employer placement component.	For further consideration.
5.	Diversify our income by providing education and training to businesses and employers for their employees, including executive training programmes and apprenticeships.	Consistent with the proposed content for the strategy.
6.	Do not just offer our existing courses/modules to employers – develop appropriate pedagogy including work-based learning approaches.	Consistent with the proposed content for the strategy.
7.	Research commissioned by business/employers.	Consistent with the proposed content for the strategy.
8.	Offer services to businesses and employers other than research and teaching eg renting out space, consultancy services or product testing.	Consistent with the proposed content for the strategy.

	Idea	Response
9.	Future proof curriculum design ie have regard to the employment needs of the future, not just current employers eg management of portfolio careers.	Consistent with the proposed content for the strategy.
10.	Ensure we educate students for life, not just for employment.	Visible in the proposed content for the strategy.
11.	Investments to support interchange with business, including more start-up/incubator space; a better Customer Relationship Management system to ensure our connections with individual employers and businesses are joined up; and staff membership of relevant trade associations.	Consistent with the proposed content for the strategy.
12.	Make it easier for local businesses to supply the University with goods and services. (See 'our civic role' section).	For further consideration.

Global engagement

We have previously positioned Nottingham as 'Britain's global University'. 'Global' and 'international' both featured in the top 20 words across responses about the University's overall mission and purpose. Responses to the consultation indicated pride in and enthusiasm for the international status of much of our research and research collaborations, and for the international diversity of our teaching and learning. A few responses indicated a level of concern about diversity of nationality within certain schools and locations.

There was appetite for more international partnership work across all activities, with no clear priority as to particular areas of focus. There were differences of view as to whether the University of Nottingham is a 'British university' that operates internationally, or an international university. A lot of responses about international work or global engagement focused on the existing tri-campus relationships rather than broader internationalisation.

There was limited recognition that offering students an international/global perspective through their time at the University is about more than physical mobility.

> More shorter opportunities for students – eg 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.
>
> APM staff member, UNUK

> We should aggressively seek international funding, such as targeting countries that are investing heavily into science and innovation where Nottingham is strong.
>
> APM staff member, UNUK

> 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.
>
> APM staff member, UNNC

> 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.
>
> Alumni, UNUK

	Idea	Response
1.	International student recruitment – grow international student numbers. Also a link to digital/distance learning to enable greater international student recruitment.	Consistent with the proposed content for the strategy.
2.	Reduction in international fees or more scholarships.	For further consideration.
3.	Greater support to international students for English skills development to support social and academic experience.	Consistent with the proposed content for the strategy.
4.	More opportunity for student mobility – strong links to tri-campus relationships but main area of agreement was the creation of short study abroad opportunities or summer/holiday exchanges.	Consistent with the proposed content for the strategy.
5.	Build and enhance our international partnerships through networks, education collaboration, institution level collaboration, research collaboration and partnering with local institutions or businesses. This could be supported by increased staff travel budget or digital developments. Mitigate Brexit impact by building strong links with Europe/EU, and more Erasmus type schemes for staff and students.	Consistent with the proposed content for the strategy.
6.	Embed international experiences and cross-cultural learning for all staff and all students. This could be via physical or virtual interactions between campuses or international focused activities which are built into the curriculum. It could also relate to the wider student/staff experience, which links to the idea of developing the 'Nottingham Core' (a set of standard expectations across all our programmes) and a review of the curriculum to ensure it is not giving an excessively local perspective.	Visible in the proposed content for the strategy.

	Idea	Response
7.	Open more international campuses in other countries, particularly focusing on South America, Africa, and America.	Not agreed. The Green Paper stated 'we are a single university with campuses in three countries – and there is no intention of changing this position.'
8.	Review how three campuses engage with the rest of the world, not just with each other – link to better international marketing activity and University (or campus) branding.	Consistent with the proposed content for the strategy.
9.	Assess international involvement from an ethics/ values perspective.	Consistent with the proposed content for the strategy.
10.	Centralise the support for international recruitment, relations and partnerships across teaching and research, a lot is fragmented eg External Relations, Office for Global Engagement and Asia Business Centre.	For further consideration.

Tri-campus relationships

The statement in the Green Paper that our "one University three countries" geography is not up for discussion has been challenged by some respondents referring to UNM and UNNC as 'branch' or even 'franchise' campuses and others advocating structural change. Some responses challenged this position preferring a focus on the UK, and others proposed further locations for new campuses or offices such as Africa, South America or within the EU.

A number of respondents perceived the Green Paper as overly UK-centric.

We invited ideas on how to make the most of the opportunity presented by our three country geography. Overall, respondents felt that teaching makes better use of the tri-campus opportunities than research or recruitment, but with lots of further potential across academic areas and professional services.

Many responses focused on mobility and opportunities to travel. Radical suggestions included all courses being tri-campus or with a tri-campus element to the structure or content. Overall, the responses were largely at an operational level, particularly around funding for travel, ways to communicate and share knowledge, issues of process co-ordination such as in international recruitment and better joined up professional services and infrastructure. This was articulated by one respondent as "One account, all of Google. One student, all of University."

> " Improve support and finances to encourage collaborative research and teaching across the three campuses. "
>
> APM staff member UNM

> " Make it easier for students to visit the other campuses without necessarily doing long term study placements there. "
>
> Student, UNUK

> " Use of technology to enable collaboration between student groups on different campuses. "
>
> R&T staff member, UNUK

> " 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. "
>
> APM staff member, UNNC

	Idea	Response
1.	Mandatory/optional international placement in all degrees – make it opt-out rather than opt-in.	For further consideration.
2.	More tri-campus courses and integrated teaching eg including a period of time at another campus, shared content and online learning resources, tri-campus modules and visiting lecturers delivering the same block teaching across campuses.	Consistent with the proposed content for the strategy.
3.	Increased level of student mobility – higher targets set for student exchange numbers, short-term placement opportunities or summer schools.	Consistent with the proposed content for the strategy.
4.	Better communications and awareness raising of each campus in each country to improve knowledge and understanding of other campuses and their cultures; breaking down the 'out of sight, out of mind' mentality. Practical suggestions include tri-campus newsletters or blogs, free language courses, museum room, live feed, visible world clocks, and a 'massive open online course' (MOOC).	Consistent with the proposed content for the strategy.
5.	More opportunities for staff to travel, including more APM staff; supported by a mobility fund to bid for opportunities to travel such as field trips, short placements, exchanges, and hot-desking.	More opportunities consistent with the proposed content for the strategy. A dedicated fund would require further consideration.
6.	Infrastructure to better support working as one university including shared library resources, same systems for professional services, shared policies with regional differences if needed and better reliability of Skype or videoconferencing.	Consistent with the proposed content for the strategy.
7.	Single, global and shared professional services.	Not agreed because although the intention is within the grain of the strategy there are practical reasons why this is not feasible.

	Idea	Response
8.	Reform international recruitment and partnerships so work is done to promote all three campuses, collaborate rather than compete. Consider the marketing eg how 'British education' sits with civic agenda and engaging local communities.	Consistent with the proposed content for the strategy.
9.	Better tri-campus representation in decision making, assessing the applicability of a change to each affected campus, team or course.	Consistent with the proposed content for the strategy.
10.	Identify and improve individual relationships eg virtual meetings between staff doing the same job at different campuses; seek different perspectives on the same subject; draw on local expertise; and link students with other students on the same course abroad.	Consistent with the proposed content for the strategy.
11.	More collaborative research, exploiting the strengths of each region, supported by a central research fund.	Consistent with the proposed content for the strategy, central research fund requires further consideration.

Our civic role

The propositions in the Green Paper around how we should express our civic contribution to the communities in which the University is located were generally supported with a high level of support for the idea of making the University more accessible to the local community.

A strong sense of civic role is also evident in responses about knowledge exchange and about our curriculum. A few respondents cautioned against further opening up our campuses and facilities for reasons ranging from parking limitations to concern that this would alienate international students and staff in Ningbo.

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

> 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).
>
> R&T staff member, UNUK

> Improve our local presence through Corporate Social Responsibility and/or research activities with the local communities.
>
> APM staff member, UNM

> Stronger links to Nottingham itself – be that using local suppliers, taking more local students, local charity work, working with local industry, being a University of Nottingham for the people of Nottingham as well as the world.
>
> APM staff member, UNUK

	Idea	Response
1.	The University should do more to engage local communities with our academic work for example through one-off events; public lecture series; short courses/evening classes; exhibitions and outreach activity particularly in schools and colleges; virtual open days and outreach; and citizen science projects.	Consistent with the proposed content for the strategy.
2.	Make our campuses more welcoming to the public through signage, removal of barriers and strong signals that the space is open to all. Extend opening hours to evenings and weekends.	Consistent with the proposed content for the strategy.
3.	Offer local voluntary groups use of our facilities at preferential rates.	For further consideration.
4.	Collaborate (or even merge) with other local universities.	Collaborate – consistent with the proposed content for the strategy. Merge – not agreed. The strategy is all about building on the rich history of the University of Nottingham as a successful and distinctive organisation.
5.	Make more of our cultural and heritage contribution to our local communities, building on the contribution of Lakeside Arts in Nottingham.	Consistent with the proposed content for the strategy.
6.	Take steps to make it easier for local residents to secure employment with the University and for local firms to supply us with goods and services (see idea 12 in the 'knowledge exchange, employer and business connections' section).	For further consideration.

	Idea	Response
7.	Focus on recruiting local people to widen access to our programmes of study.	For further consideration.
8.	Make our expertise available to the public for the public good (as opposed to seeking to exploit it commercially).	Not agreed because the University needs to balance both routes to the uptake of research, it will sometimes be appropriate to seek commercial benefit from expertise and sometimes to make it available in support of our wider objectives.
9.	Build stronger relationships with voluntary and civic society groups in our local communities, including making our facilities available to them and encouraging volunteering by students and staff.	For further consideration.
10.	Develop a city centre presence in Nottingham.	For further consideration.
11.	Think about all our campuses (in the UK as well as in UNM and UNNC) when we frame our civic role.	Visible in the proposed content for the strategy.

Sustainability

Sustainability was one of the most frequently identified words in the 'values and behaviours' set. Dimensions of sustainability, particularly environmental issues feature frequently in the responses received from individuals. These range from urging specific practical actions eg in relation to plastic, through to proposing that the strategy should embrace the United Nations (UN) sustainable development goals in its approach.

A substantial response from the University's Sustainability Committee identifies the alignment of our current research priorities and beacon areas with the UN goals and teases out the choice between continuing to focus primarily on the environmental aspects of sustainability or taking a broader approach.

> " As a major global organisation we need to more explicitly recognise that we have an environmental, economic and societal impact locally, nationally and internationally. "
>
> Sustainability Committee

> " For the future, I'd want the University to reduce its carbon footprint to almost zero and pioneer the way forward for education that is sustainable for the environment. "
>
> Student, campus not stated

> " Abolish single use plastic on campus. "
>
> R&T staff member, UNNC

> " More environmentally friendly campus. "
>
> Undergraduate student, UNM

	Idea	Response
1.	Adopt environmental sustainability as a central driver of our new strategy.	Visible in the proposed content for the strategy.
2.	Reducing/eliminating the use of single use plastics and providing suitable alternatives eg drinking fountains.	Consistent with the proposed content for the strategy.
3.	Reducing waste, particularly paper and food waste.	Consistent with the proposed content for the strategy.
4.	Review travel and parking policies to discourage/eliminate use of cars on campus.	A review would be consistent with the proposed content for the strategy. Discouraging/eliminating use of cars would be considered as part of a review.
5.	Look for opportunities to generate sustainable electricity from campus resources (buildings, waste etc).	Consistent with the proposed content for the strategy.
6.	A commitment to environmental sustainability is not compatible with being a university with campuses in three countries because of the travel involved.	Not agreed because, although there is a balance to be struck, it is not accepted that travel and sustainability are incompatible. Agreed that we need to adopt an environmentally responsible approach to travel.
7.	Become carbon neutral, reduce our carbon footprint and assess the carbon impact of our proposed activities.	Visible in the proposed content for the strategy.
8.	Make better use of digital technology to reduce the environmental impact of our international travel.	Consistent with the proposed content for the strategy.
9.	Adopt UN Sustainable Development Goals.	For further consideration.

People

The nature of the University community and its people featured very highly in responses to the question about what people wanted to retain about the University with many references to the calibre, collegiality and integrity of staff and students.

Many of the 'small change' ideas suggested by staff related to details of pay and conditions, annual leave provision, promotion arrangements and flexible working as well as to facilities available to staff.

Issues around perceived inequalities of esteem, opportunity and workload have been raised by a number of respondents, alongside frustrations with perceived poor performance not being dealt with. There were few references to bullying, but some concerns about management inconsistency. Ideas stemming from these areas relate to more consistent management supported by training, flatter structures and more opportunities for staff development.

> Recognition that students see us as one University, not a number of departments – improve communications so when they talk to one they talk to us all.
>
> APM staff member, UNUK

> More flexible working options – working from home, etc.
>
> R&T staff member, UNM

> Give academics more time to focus on research and teaching and less admin.
>
> APM staff member, UNUK

	Idea	Response
1.	More delegated authority and accountability, particularly the devolution of more autonomy and decision making to faculties and schools.	Consistent with the proposed content for the strategy.
2.	Less top-down decision making, make better use of data, experts and consultation with affected staff or students to ensure decision making is informed.	Consistent with the proposed content for the strategy.
3.	Clearer internal communications, including:	
3a.	Simple language, honesty and transparency, clarity of purpose, focus on collaboration and connections between departments/campuses/staff groups to avoid silo working.	Consistent with the proposed content for the strategy.
3b.	Formats including better email cascade, less reliance on email, all staff meetings and a cross-university newsletter.	For further consideration.
4.	Reduce or flatten the layers of management, with fewer highly paid senior and middle managers.	Not agreed. Management structures should continue to be determined in accordance with the University's HR policies and the specific needs of particular functions. We also need to have regard to the external recruitment environment, particularly in relation to specialist professional support for our core activities.

	Idea	Response
5.	More consistent management practice supported by more training for managers, ensuring poor performance is managed, staff are held to account, and staff receive consistent management support for their development.	Consistent with the proposed content for the strategy.
6.	Prioritise staff development over external recruitment, use of casual staff and contractors.	Not agreed because although we will prioritise staff development we need to leave management free to fill resource requirements as appropriate.
7.	A greater focus on staff development and promotion opportunities, including career paths for non-academics or the opportunity for discounted training or qualification opportunities beyond role requirements. Suggestions to enhance development include greater use of mentoring, secondments, shadowing and short courses. Links to the need for management consistency in supporting staff with development time and opportunities.	Consistent with the proposed content for the strategy.
8.	More equal terms and conditions across all staff groups, including policies, pensions, annual leave allowance, working hours, promotion and reward opportunities.	For further consideration.
9.	Support better work-life balance, considering shorter working week, ability to buy extra annual leave, more flexible or remote working.	For further consideration.
10.	Review or reduce workload and support a culture where overtime is not expected. More staff are required particularly for administrative support, and review loading of teaching and research time.	Consistent with the proposed content for the strategy.

	Idea	Response
11.	To support collaboration and equality/esteem, consider removing job families and associated terminology around groups and levels.	For further consideration.
12.	Develop a culture of collaboration, trust and respect. Work as a family/community, breaking down barriers between job families or levels. With a shared mission and values, support change/flexibility and take more risks.	Visible in the proposed content for the strategy.

Student life

Accommodation, health and wellbeing were very prominent in the comments submitted in relation to student life, along with a focus on operational issues that would support students directly. Suggestions to increase student welfare support are included in the 'health, safety and wellbeing' section. Students' costs and finances have also been highlighted as significant issues impacting on the student experience.

Some respondents linked the administrative support for students to the organisational structures of the University and this is covered in the 'organisational development' section.

> Constructing a chill zone – not a place to study but somewhere where students can chat, relax, sort of like a hub, have pop ups there once a week where students can get creative as well.
>
> Student, UNUK

> Stronger academic inductions that set 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.
>
> APM staff member, UNUK

> Introduce and encourage students to be part of competitive events, foster air of competitiveness and excellence within campus via academic competitions.
>
> Student, UNM

> Personal tutors are very significant to student growth from inception 'til the student even decides to take on a research degree. This mentorship means everything.
>
> Research student, UNM

	Idea	Response
1.	Invest significantly in the accommodation and catering offer on campus to ensure all facilities are of good and equal quality, offering variety and choice.	Consistent with the proposed content for the strategy – work is already underway.
2.	Be clear about our student support core offer that encompasses academic, learning, social, pastoral, health, wellbeing and administrative support. Specific and separate offers for undergraduate and postgraduate students.	Consistent with the proposed content for the strategy.
3.	Prepare students to be fully and positively engaged with their adult, working life (eg employability skills, life skills, problem solving, CV and job application, personal and career development, financial planning).	Visible in the proposed content for the strategy.
4.	Share clearer information on the availability of support, particularly for new students to support them on arrival at the University.	Consistent with the proposed content for the strategy.
5.	There is significant support for the continuation of our world-class sport facilities (although not for prioritising new investment in these).	Consistent with the proposed content for the strategy.
6.	Increased investment in personal tutors, to create a consistent service with increased availability and considering expanded responsibilities (eg study advice, helpline).	For further consideration.
7.	A focus on more flexible spaces on campuses, including social, relaxation, study and play areas, with suggestions about pop ups and the ability for spaces to be used flexibly and for a variety of purposes.	Consistent with the proposed content for the strategy.
8.	Administrative support for students could be increased, better coordinated and communicated.	Consistent with the proposed content for the strategy.
9.	Equity in experience and facilities at Sutton Bonington Campus (eg accommodation, sports facilities).	For further consideration.

Equality, diversity and inclusion

There was extensive feedback about equality, diversity and inclusion (EDI) in the consultation, some prompted by the specific questions and some arising in other sections, such as 'people'. There was some confusion about the question of increasing diversity in the staff population but general support for an increase in diversity whilst maintaining a focus on providing a quality experience for all. Much of the feedback received was consistent with the Equality, Diversity and Inclusion Strategic Delivery Plan and will be delivered through this.

> " People need to have role models that they can identify with to look up to in an organisation. I believe this can help from a recruitment perspective, as it can help to create a sense that this is an organisation where people 'like me' can succeed. "
>
> APM staff member, UNUK

> " Ensure that learning spaces can be adapted to accommodate students/staff with disabilities eg different lighting or sound level options, ensuring that room layouts are appropriate for users with visual/mobility issues and ensuing that mobility-impaired staff and students can physically get to the right spaces. "
>
> APM staff member, UNUK

> " The composition of local community in characteristics such as gender, ethnicity and disability makes the University attractive and appealing by being inclusive and diverse. "
>
> APM staff member, UNNC

> " Diversity among staff is important to create a more inclusive, welcoming environment for the student body. "
>
> Undergraduate student, UNM

	Idea	Response
1.	Develop a culture of inclusivity that promotes positive working relationships between different job families, departments and levels, based on trust and working together.	Visible in the proposed content for the strategy.
2.	Focus on student outcomes in terms of academic achievement and student experience and be ambitious in our plans in relation to equality, diversity and inclusion and widening participation.	Visible in the proposed content for the strategy.
3.	Inequalities in pay and conditions across job families was highlighted, with suggestions about reviewing policies on flexible working, annual leave entitlement and promotions/career progression, and consideration of short and fixed term contracts across the institution. A significant number of comments mentioned improving conditions for technical staff.	For further consideration.
4.	Introduce the living wage.	Work already underway in this area. When the National Living Wage was introduced in April 2016, the University took the decision to pay this as the 'minimum' rate for all University staff of any age (casual and permanent). While formal accreditation from the Living Wage Foundation presents practical difficulties, the University will maintain this commitment going forward.* *This response was updated after publication to correct an error identified in the sentence.

	Idea	Response
5.	Challenge senior pay levels.	Not agreed. The University is committed to fair and appropriate pay at the correct level to attract and retain high calibre staff. The Council's Remuneration Committee determines the remuneration of senior staff and benchmarks salaries against those at other institutions.
6.	Strong support for a policy to enable staff to buy additional annual leave and increasing working from home.	For further consideration.
7.	Increase widening participation and encourage students from a range of backgrounds through more outreach and activities to increase engagement (particularly for secondary school pupils); recruit students from Nottingham/Nottinghamshire; enhance their experience; and develop more foundation level courses, internships, summer schools and vocational qualifications.	Consistent with the proposed content for the strategy.
8.	A commitment to developing staff recruitment processes, including embedding the learning from the Diversity by Design project across the institution (ensuring panels are reflective of the communities we want to attract; taking positive action to increase diversity; managing the balance between internal and external recruitment; and ensuring previous experience/qualifications are appropriate and needed).	Consistent with the proposed content for the strategy.
9.	Suggestion of a widening participation approach for staff and noting that this requires a different focus for all three countries.	Consistent with the proposed content for the strategy.
10.	Ensure appropriate support for disabled staff and students, including accessibility to all facilities for all (considering physical and non-physical disabilities) and taking an anticipatory approach.	Consistent with the proposed content for the strategy.

Health, safety and wellbeing

The areas of health, safety and wellbeing was not specifically highlighted in the original questionnaire, but came out clearly in the feedback as a topic of concern and interest. By far the highest number of comments in this category were related to student mental health and a perceived lack of capacity and resources in this area. There was also a significant number of comments relating to staff mental health and welfare. Exercise was recognised by many as central to wellbeing, but a number of comments highlighted the cost of accessing sports facilities on University campuses.

> " More initiatives to support sport, health and wellbeing across staff and student populations. "
>
> APM staff member, UNUK

> " Better mental health services, more widely available and available for longer per person. "
>
> Undergraduate student, UNUK

> " I would like the University to take action to provide safe spaces (including student accommodation and teaching areas) for students and staff. "
>
> Alumni, UNUK

> " Spots to de-stress, such as nap rooms, pet rooms, gaming rooms, sports facilities and social engagement areas (cafes). "
>
> Research student, UNM

> " For the University to lead the way in excellence in the delivery of welfare support for students. "
>
> Staff member, UNUK

	Idea	Response
1.	Health and safety should be a focus of the strategy.	Consistent with the proposed content for the strategy.
2.	Invest in increased access to counselling and mental health support for both students and staff.	Consistent with the proposed content for the strategy – work already underway.
3	Train student-facing staff in identifying the need for mental health support and knowing how this can be accessed.	Consistent with the proposed content for the strategy – work already underway.
4.	Provide more local welfare support for students in schools.	For further consideration.
5.	Design academic course structure and assessment with an awareness of health and wellbeing.	Consistent with the proposed content for the strategy.
6.	Emphasise staff health and wellbeing in HR policies and working conditions, eg in requests for flexible working and personal development.	Consistent with the proposed content for the strategy.
7.	Increase emphasis on sport and exercise for wellbeing for both staff and students.	Consistent with the proposed content for the strategy.
8.	Consider providing free or cheaper access to sports facilities on campuses.	For further consideration. Pricing for access to sports and leisure facilities will continue to be set with strong regard to affordability and the pricing model is for further consideration but free access is not affordable.
9.	Consider innovative ways of improving welfare for both students and staff, including puppy rooms, or dedicated spaces for mindfulness or power naps.	For further consideration.

Organisational development

Whilst not a specific theme of the Green Paper, a large number of responses from the consultation highlighted ideas for internal development of the University.

There were many suggestions about reviewing processes and structures, with an appetite to streamline administrative tasks and support collaboration. There was caution about the amount of change being undertaken. Opinions were divided about the appropriate balance between standardised and devolved processes and about the benefits of outsourcing.

> More consistency in terms of the application of policies and procedures across the entire institution so it feels like one organisation instead of lots of different silos with their own culture and ways of doing things.
>
> APM staff member, UNUK

> Increased efficiency in administrative affairs.
>
> Foundation student, UNM

> Efficiency and effectiveness are the key.
>
> APM staff member, UNNC

> Research and Teaching staff are expensive and yet do many menial tasks; this at times seems like a waste of expensive labour.
>
> R&T staff member, UNNC

	Idea	Response
1.	Review and improve administrative processes of various kinds. Specific suggestions for improvement include the admissions process and payment services. Many suggestions relate to using technology to streamline/eliminate administrative tasks. These suggestions are addressed in the 'infrastructure: digital' section.	Consistent with the proposed content for the strategy.
2.	Review and improve the Quality Manual and related procedures in order to support more rapid innovation in teaching and curriculum design.	Consistent with the proposed content for the strategy.
3.	Undertake structured reviews (using techniques like 'Lean') of departments and/or functions within the University to improve efficiency and effectiveness and release resources for our core purposes. Some responses extended this thought to suggest a continuous improvement approach (as distinct from a series of one-off reviews).	Consistent with the proposed content for the strategy.
4.	Although the Green Paper made clear that this was ruled out, a number of respondents expressed the view that the centralisation of services within Student Services should be reversed and/or that faculties should be disbanded. Others suggested instead that additional administrative support should be provided within schools to supplement the centrally provided services.	Not agreed. This was already ruled out in the Green Paper. Work to ensure that Student Services are efficient and effective will continue.
5.	Suggestions for re-structuring and re-configuration of department/school/faculty structures within the organisation. The suggestions expressed wishing to improve operational efficiency, ensuring that specific priorities receive more effective attention, or allowing us to break down barriers between academic disciplines the better to address real world issues through our research and teaching.	For further consideration – structural change will be considered on a case-by-case basis as part of the implementation of the strategy.

	Idea	Response
6.	Many responses reflected on the balance between what is done/mandated by 'the centre' and what is handled autonomously by individual departments/schools/research groups. Some of these responses indicated a high level of frustration with what is perceived as unwarranted interference and/or excessive bureaucracy. Other responses advocated more centralisation and standardisation of systems and services.	For further consideration on a case-by-case basis, reflecting the principles set out in the proposed content for the draft strategy.
7.	Many respondents were keen to see closer collaboration between departments and between staff groups.	Visible in the proposed content for the strategy.
8.	Some responses cautioned against proliferation of change projects and programmes.	Not agreed. Whilst the impact of specific proposed changes will always be carefully considered, the strategy is ambitious which implies continued innovation and improvement. We will ensure that lessons are learned from previous change programmes whenever further change is deemed necessary.
9.	Outsourcing received a divided opinion with some responses advocating its consideration as a way of improving value for money, and others expressing a clear view against.	For further consideration – cases would always be considered on their merits.
10.	Flexible and agile working were advocated by many respondents. What they meant by this ranged from removing traditional committee processes through to offering more staff opportunities to work flexible hours and locations. Flexible working in the latter sense is covered in the 'people' section of this document.	Consistent with the proposed content for the strategy.

Finance

Most respondents were positive about the opportunities to save money, improve efficiency and generate income for investment in the University's core purposes. Others were concerned that considering these questions was wrong and indicative of a focus on 'profit' or a desire to run the University like a commercial business. There were several student responses wanting to better understand how their fees are used and expressing concern about fee levels, scholarships and levels of Government financial support.

> Many staff do not understand where our money comes from or that each of us make choices that affect the big picture.
>
> APM staff member, UNUK

> Abolish school cost centre structures within faculties to enable cross-cutting curriculum development uninhibited by disciplinary cost centres. This would allow us to be responsive to student needs in terms of employability and experience and to innovate in teaching and ultimately research groupings.
>
> APM staff member, UNUK

> Do a complete 'Lean' review across Professional Services and faculties and drive efficiency through the organisation.
>
> R&T staff member, UNUK

	Idea	Response
1.	Several students responded that the change they wanted to see in the University was for fees to be more affordable.	For further consideration.
2.	Administrative processes within the University should be reviewed and improved to secure cost savings. Specific ideas in this area are summarised in the 'organisational development' section.	Consistent with the proposed content for the strategy.
3.	Many respondents identified specific areas where they perceived spending as wasteful. These included travel, management of equipment and supply stocks, printing, corporate entertaining and use of external consultants. Others expressed a general view that administrative processes within the University should be reviewed and improved to secure cost savings. Specific ideas in this area are summarised in the 'organisational development' section.	Consistent with the proposed content for the strategy.
4.	Several respondents referred to Project Transform as an example of inefficient use of resources from which lessons should be learned.	Consistent with the proposed content for the strategy.
5.	Procurement processes and support should be changed and improved to ensure that the University secures better value for money. Views as to how this should be done included that schools and departments should have more autonomy to purchase from the suppliers which are best for their local purposes. Catering and computer equipment were cited as examples by several respondents.	Consistent with the proposed content for the strategy.

	Idea	Response
6.	Many respondents advocated more income generation through the provision of services to business and employers, particularly education and training for their workforce. (See the 'knowledge exchange, employer and business connections' section).	Consistent with the content proposed for the strategy.
7.	Several respondents referred to professional/ administrative support for research grant applications as an area which required improvement to support income generation.	For further consideration.
8.	Several respondents were keen to see better exploitation of the University's intellectual property, particularly through specialised support for the creation of spin-out companies.	For further consideration.
9.	A few responses identified potential opportunities for more fundraising to support the University's core purposes.	Consistent with the proposed content for the strategy.
10.	The Green Paper highlighted that the University of Nottingham's research margin in the UK is lower than that of comparable universities. Some respondents considered either that this was incorrect (ie that the figures were misleading) or that it was not appropriate, important or feasible to try to improve the figure.	Not agreed. The figure and benchmarking are correct for the UK. Whilst it is right for the University to contribute support for research which is not externally funded, it is not sustainable to continue to do so at the current level, and there is no reason why our margin should be lower than other similar universities. The University needs to improve this figure and generate opportunities for investment.

Infrastructure: Estates

There was significant recognition of the beauty and quality of our campuses and support for this to be maintained even where improvements are suggested. There was particular recognition for the value of green spaces along with high quality social, living, teaching and research facilities. Maintenance of existing buildings is prioritised over new buildings.

There was little consensus on whether teaching space should be centrally managed or locally owned, but a desire for us to ensure appropriate space is available to meet the expectations of the teaching timetable.

Comments on ensuring accessibility to all facilities for all staff and students is included in the 'equality, diversity and inclusion' section.

> 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.
>
> APM staff member, UNUK

> More innovation in designing office space. Move to less prescriptive workplaces. Make spaces multifunctional. Too many rooms are empty for too long.
>
> APM staff member, UNUK

> On-campus halls of residence foster long lasting communities and love of the University – nurture them, build more.
>
> Alumni, UNUK

> More flexible access to spaces would be useful.
>
> R&T staff member, UNNC

> More multi-purpose rooms, with break out areas, high-quality and sound-proof room dividers, which can be opened for larger events.
>
> R&T staff member, UNM

	Idea	Response
1.	Develop and implement a robust, long term upgrade and maintenance plan for all buildings.	Consistent with the proposed content for the strategy.
2.	Improve access to and use of our campuses, building and facilities; availability in the evenings, at weekends and during holidays; and accessible for staff, students and the local community (See idea 2 in the 'our civic role' section).	For further consideration.
3.	A number of campus specific suggestions eg Jubilee Campus to have a better infrastructure (bank, shops cafes etc) improving facilities and infrastructure at Queen's Medical Centre or moving the Medical School; selling Kings Meadow Campus; parking, accommodation and teaching space at Sutton Bonington Campus; upgraded teaching rooms at UNM; and increasing lab space at UNNC.	For further consideration.
4.	Increased informal interaction spaces for staff, both locally in faculties, professional services departments and more centrally.	For further consideration.
5.	As reflected in the 'student life' section, there is support for multi-use, flexible spaces to meet a variety of needs. Includes suggestion for space that enables both research and teaching, as highlighted in those sections.	Consistent with the proposed content for the strategy.
6.	There was a variety of comment on whether an open plan working environment is better than specific offices for our staff, with slightly more support for personal office space or to ensure break-out spaces if we further develop open plan.	For further consideration.

Infrastructure: Digital

The consultation invited the community to indicate how far towards the leading edge of digital innovation they wished the University to position itself. The average of responses indicated a strong level of ambition for our use of digital. This is echoed by the feedback where many respondents highlighted the potential for digital technologies to support progress and improvement in our teaching, research, impact and internal organisation. Alongside this enthusiasm were numerous responses highlighting current concerns about digital fundamentals – basic systems and processes which are not currently meeting user expectations.

> More technology integrated into teaching, learning and student engagement. Be bold and innovative in this area.
>
> APM staff member, UNNC

> The infrastructure to adopt digital technologies in providing a more comprehensive and realistic teaching and learning experience to inspire and engage students.
>
> R&T staff member, UNM

> Better use of technology to engage with staff and students even when they are not present in a physical campus.
>
> APM staff member, UNM

	Idea	Response
1.	Many respondents advocated an increase in our blended and online learning offer.	Visible in the proposed content for the strategy.
2.	Some respondents were concerned that focusing on digital and online learning would detract from our physical offering and distract the University from its core purpose.	Not agreed. The content proposed for the strategy would be consistent with further development of digital and online learning without detracting from our core 'in-person' learning offer.
3.	Reliable and high performing digital communication is essential for the University to realise the potential of its three country geography, as well as to reduce reliance on air travel.	Consistent with the proposed content for the strategy.
4.	We should aim for the digital university to be as high-quality and engaging as its physical equivalent.	Consistent with the proposed content for the strategy.
5.	Many administrative processes within the University could benefit from review and improvement, including making better use of digital (the issue of possible business process reviews is covered in the 'organisational development' section).	Consistent with the proposed content for the strategy.
6.	Ensure that technology is used as an enabler and rolled out in a way which empowers all sections of the community to use it in an appropriate way, including supporting staff and student digital skills development and digital pedagogy. There was support for not sacrificing personal contact for digital systems.	Consistent with the proposed content for the strategy.
7.	Some digital fundamentals are currently perceived as lacking or underperforming, including the website and intranet, customer relationship management, HR and finance systems and identity management. A number of students expressed frustration with Wi-Fi performance.	Consistent with the proposed content for the strategy.

	Idea	Response
8.	Move to fully digital in relation to our academic processes rather than continuing to require printing out and paper submission.	For further consideration.
9.	Invest in artificial intelligence/digital assistant/augmented reality services.	For further consideration.
10.	Ensure that digital services support agile and flexible working.	Consistent with the proposed content for the strategy.
11.	Offer remote access to all learning materials. Extend this to alumni.	For further consideration.
12.	Many suggestions were received about the delivery of technology change programmes including the extent to which bespoke systems are appropriate and the importance of managing business change alongside technological investment.	For further consideration.

Infrastructure: Food and transport

We have included a separate section for ideas relating to food and transport, recognising that many of these are operational rather than strategic, because of the numbers of respondents who made suggestions in these areas in response to the invitation to suggest a 'small change' which would improve the University.

In relation to both food and transport many responses were linked to sustainability.

In response to questions about the infrastructure of the University campuses, many individuals told us about their issues with transport to, from and between campuses. This particularly applied to those based at Sutton Bonington Campus, with a high proportion of the total responses from there concerned with the pressure on parking spaces. There was also a significant move towards sustainable transport and away from car-use.

A number of ideas within this theme are operational in nature – most are consistent with the proposed content for the new strategy at a high level, but the specific suggestions require further consideration at an operational level.

> A better variety of food for a reasonable price.
> Student, UNUK

> 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'.
> R&T staff member, UNUK

> On the Sutton Bonington Campus there should be more buses provided. Especially buses to Kegworth!
> Student, UNUK

> Much more cycling provision, encouragement to walk and cycle. University incentives to cycle, such as flexible working, extra holiday and vouchers for cycling.
> APM staff member, UNUK

	Idea	Response
1.	Additional international, vegetarian, vegan and healthier food offerings.	For further consideration.
2.	Reduce the price of food offered on campus.	For further consideration.
3.	More/better facilities for campus users who wish to bring their own food and drink, including water boilers, water fountains and microwaves.	Consistent with the proposed content for the strategy but further consideration of how we achieve the specific suggestions.
4.	Give over some of the University estate to growing fruit and vegetables to be used in campus catering. Students and staff to grow and tend these areas.	For further consideration.
5.	Extended opening hours for food outlets/shops.	For further consideration.
6.	Improve transport links between Sutton Bonington Campus and the other University campuses and the local communities. This could include providing more parking spaces and also provision of more frequent buses, especially on Sundays and out of term time.	For further consideration.
7.	More parking for staff and students.	For further consideration.
8.	Discourage/prohibit the use of cars or specifically petrol/diesel powered cars.	For further consideration.
9.	Prioritise sustainable transport eg incentivise cycling by providing more covered bike parks, more showers, etc, provide electric charging points and consider pedestrians in the design of campus infrastructure.	Consistent with the proposed content for the strategy.
10.	Consider innovative ways of getting around and between campuses. There was support for an unstaffed shuttle of some kind and, on a less ambitious scale, for free or hire bikes to be available on campus.	For further consideration.

Strategic Change Unit

✉ SCU@nottingham.ac.uk