

Institutional research: enhancing policy, practice & engagement



Some Reflections

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Outline

- Context (a personal perspective)
- Institutional research working at the sectoral level
 - the SHEEC story
- Working within the institution:
 - Supporting strategy development
 - Creating the story
 - engagement builds the evidence base (& commitment)
 - the evidence base builds engagement
 - Strategy implementation - an example

My story so far



Context

- A dynamic expanding sector
- Divergent policy environments
- Demographics
- New providers, new models, competition
- Collaboration, alliances
- Student, staff, institution & programme mobility
- Personalisation
- Technology

Complexity

**...requires
understanding**

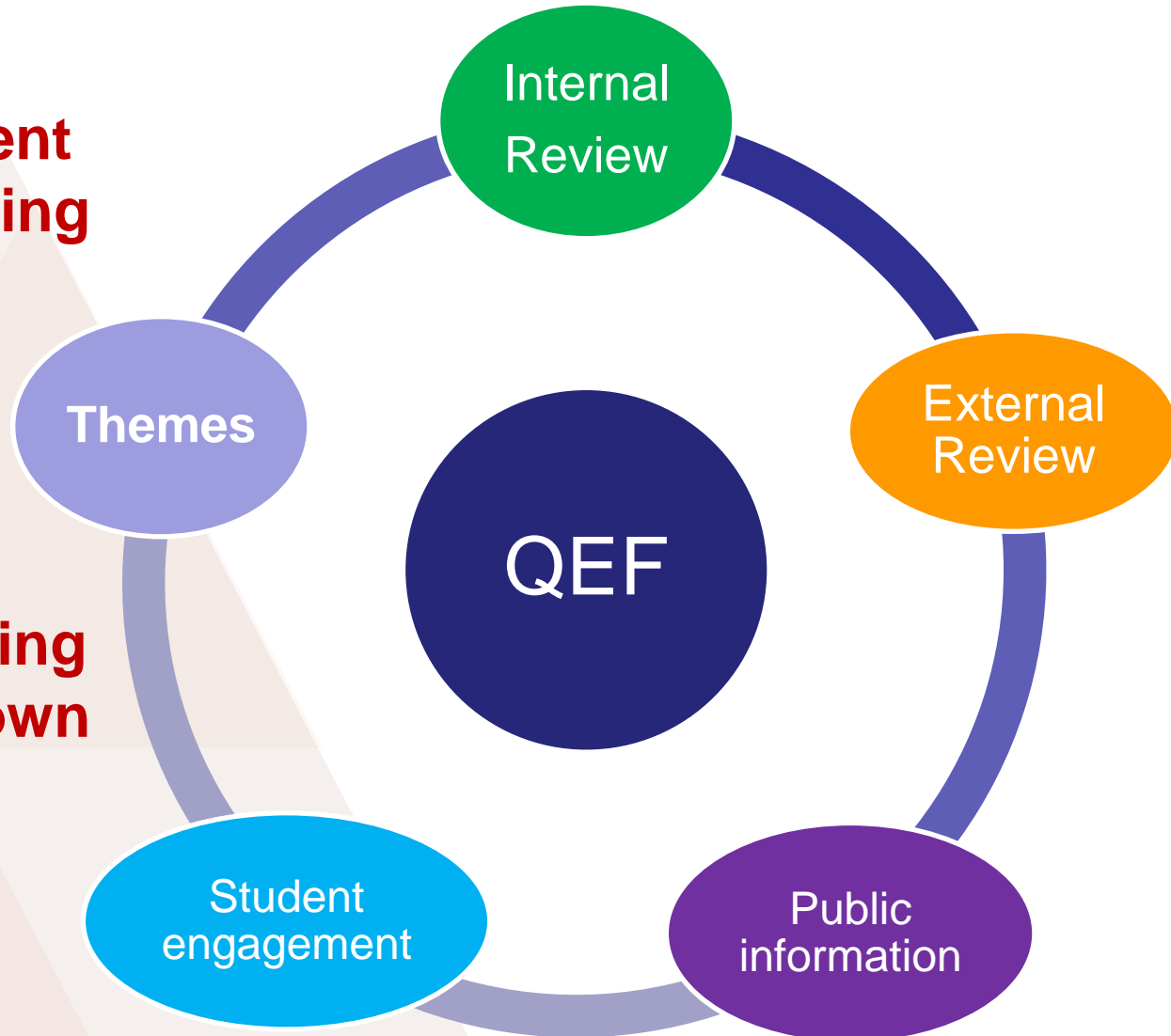
Institutional research: enhancing sectoral understanding

The work of SHEEC

Enhancement themes

**Seeking improvement
through understanding**

**Institutions supporting
research into their own
processes**

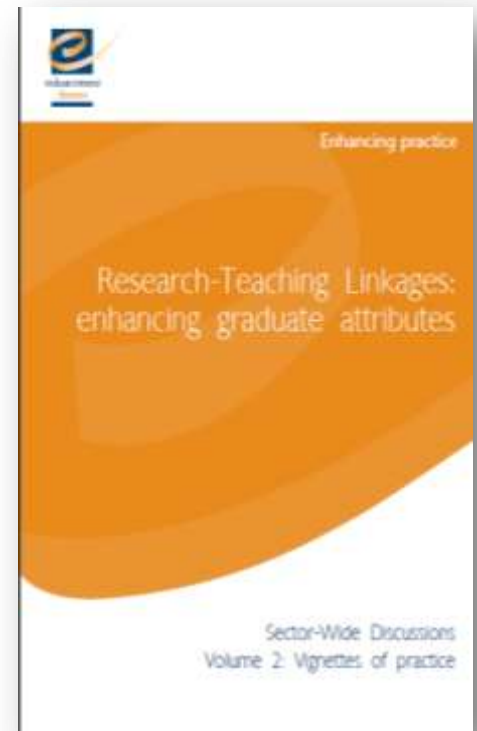


Enhancement themes

- Topics of interest to the Scottish HE that are explored and developed, with the aim of enhancing the student learning experience
- Cumulative reflection
- 2003 – 2013 ... several iterations based on sectoral feedback through different channels

The Process

- Collaborative agreement on subject of theme
- Institutional commitment
- Institutional teams
- Flexibility to meet sectoral needs / place
- Range of outputs
- Learning used in institutional review



Are they making a difference?

- **Evaluation** (2006, 2008, 2014, Saunders & colleagues)
 - positive influence on collaboration
 - increased number of staff involved in L&T development
 - catalyst for many enhancement activities; provide context for enhancement work and T&L development
 - 'everyday' academics' experience largely mediated through institutional strategies and policies.
 - theme resources seen as part of a wider resource base

'the influence of the thematic approach to enhancement is profound but mediated'

*Consolidated as one of the
principal sources for T&L
developments within institutions*

*Institutional research contributing to
a national/sectoral resource to form
part of the evidence base for
institutional review and engagement*



Our Scottish story

Outputs Informing Strategy

- **Developing and Supporting the Curriculum**
 - development and implementation of ENU Academic Strategy to 2020:
Graduate Employability, Digital Engagement Strategy,
Flexibility in Curriculum Design and Delivery,
Listening to Students, Enhancing Programme Focus
- **Transitions Theme**
 - aligned to implementation of ENU Strategy 2020:
international transitions; transitions into work or placements;
and staff as students making the transition into pedagogical
scholarship

Strategy development



Context

- External environment
- Internal
- Staff engagement
 - Workloads
 - Research **vs** Teaching
 - Technologies
 - ‘Managerialism’ **vs** Collegiality



Where does strategy fit

Engaged people
Leadership

Clarity of Vision & Purpose

Strategy

Reflection/ Evaluation

Accountability

Energy & Enthusiasm

Expectation of success / Room for failure



Credibility: developing the evidence base

- Public information
- Institutional information
- Quantitative
- Qualitative
- Benchmarking
 - institutions
 - disciplines
 - activities
- Scenario and trend analysis
- Demographic trends
- Economic analysis
- New models (e.g. MOOCS)
- Student information (e.g. KIS)
- Income, funding trends
- Applications, continuation, employability
- Student, staff surveys
- League tables
- Perceptions research



Engagement: creating the story

'A modern, professional university' What did it mean?

How might it be in the future?

What did we want to be known for?



Engagement

**October / November
2013**

Develop thinking, ideas

**January /February
2014**

Test goals / objectives

March 2014

Approval / agreement

May 2014

*Moving forward ...
Year 1 corporate plan*

Range of meetings / forums ... > 900 staff
joined in events; student events, key
stakeholder events

discussion@napier.ac.uk

principal@napier.ac.uk

<http://forums.napier.ac.uk/>

<http://staff.napier.ac.uk/Strategy2020>



Generating Engagement



Some thoughts

Modern university ... *'a university entirely in tune with its time'*.

Re-imagine the tenets of Humboldt / Newman

- advancement of knowledge ... contemporary relevance
- serve the appetite for knowledge & advancement in all corners
- an inspired vision of the attributes which will serve graduates well

'Snapshots' from 2020

'Lets see what ENU is doing'



'I learned a lot through my volunteering work'



'lets talk to ENU – they understand our needs'

*'the place to flourish'
'A great place to develop your career'*

ENEMIS TO

Sunday, August 30, 2020

ENU in Top Drawer

In just a short few years Edinburgh Napier University has stormed into the the top 100 universities under 50 years old.

Scottish and UK politicians are heralding the University's remarkable rise in reputation in a short space of time. Voted the best student experience for the third year in a row by its diverse community of students, the University has become the 'go to' place for others when seeking out innovation in learning and teaching.

Applauded by business and industry for its engagement and enthusiasm to collaborate, in the last few weeks, European Research Funders have remarked on the phenomenal rise in success rates for ENU staff, their quality reports and strong engagement with diverse partners.

Staff who recently decided to launch a new centre for creativity were delighted with the recognition, while also being somewhat bemused with the publicity

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Creating our
own news

VISION

“An enterprising and innovative community renowned internationally, with an unrivalled student learning experience.”

VALUES

Professional

Ambitious

Innovative

Inclusive

STRATEGIC OBJECTIVES



Grow our academic reputation

- Outstanding teaching across our portfolio
- Grow areas of academic strength and potential
- Grow research and integrate with teaching
- Build research and innovation in teaching and learning
- Grow the postgraduate community



Build innovation, enterprise and citizenship

- Opportunities for students to engage with or start up business and social enterprises
- Build knowledge exchange partnerships
- Graduate attributes for complex environments
- Continuous improvement/enhancement approach in all that we do
- Maximise value of assets



Deliver an excellent personalised student experience

- Students as partners in plans and decision-making
- Programme-focused approach with community identity
- Active learning approaches/assessment for learning
- Accredited work-related and developmental experience
- Invest in learning and social spaces
- Personalised support



Internationalise our work

- Build strategic partnerships
- Grow our international student community
- Create an environment where students and staff develop an international outlook
- Develop sustainable models of transnational education to expand international activity
- Enhance contribution to city and region

Delivering the vision

- Strategy as road map to chart the journey
 - the glue that gives activities and interventions a purpose
 - defines shared ambition around shared values
 - framework for action
- Telling stories ... to bring the journey to life
- Auditing, measuring, monitoring: refreshing understanding of ourselves and where we are on the journey
- Evidence-based organisational development

Strategy 2020 ... engagement

Internal communications audit (February 2015)

- The majority of staff had
 - discussed Strategy 2020 with their manager (70%)
 - sufficient channels of access to the Principal (81%)
 - right amount of communication from Leadership Team (77%)
- High readership of emails from Leadership Team members (> 80%)
- Leadership Team communication had improved (74%)



Engagement

- 2,214 unique views of Strategy 2020 intranet pages
 - (16,451 page views September 2014 – March 2015)
- 900 staff attended strategy conversations
- Highest number of staff at any internal event recorded
- Strategy video recorded a 17% Click Through Rate in first two weeks
- First live web stream - nearly 200 staff watched online.

Measurement - KPIs

KPIs

*Key Performance Indicator target trajectories:**

KPI Title	2013/14 Baseline	2014/15	2015/16	2016/17	2017/18	2020 Target
GROW OUR ACADEMIC REPUTATION						
All Students (headcount)	18,440	18,170	18,900	19,580	20,370	22,580
Proportion of academic staff active in externally funded research	17%	21%	25%	28%	32%	40%
Number of Research Active Staff (REF 2.5 standard)	98	115	132	149	166	200
Income from Research Grants and Contracts (£000s)	4,513	5,060	5,049	4,625	4,689	9,110
TPG students (headcount); total population	2,899	3,393*	2,940	3,100	3,290	3,900
Research postgraduate students (headcount); total population	207	228*	214	237	267	300
Student Satisfaction: NSS	85%	86%	87%	88%	89%	>90%
DELIVER AN EXCELLENT PERSONALISED STUDENT EXPERIENCE						
Graduate Employability	95%	96%	96%	96%	96%	95%
Entrants to Programmes with Work-related Experience Element	66%	70%	75%	80%	85%	100%
Student participation in Co-curricular activities	In Development					
BUILD INNOVATION, ENTERPRISE AND CITIZENSHIP						
Total revenue from CPD and KE for Businesses and the Community	2,450	2,542	2,536	2,670	2,806	3,000
Reduction in Carbon emissions	>25%	>35%	>35%	>35%	>35%	>35%
INTERNATIONALISE OUR WORK						
Total International (Non-EU) students (FTE)	4,590	4,970*	5,120	5,580	6,170	7,770
International study opportunities and outward mobility	In Development					
ENABLERS						
Overall Employee Engagement	73%		76%		79%	81%
University Total income	£113M	£118M	£123M	£131M	£136M	£141M
Financial Surplus	£4.4M	£0.5M	£2.1M	£3.4M	£4.4M	£7M

*Trajectories have been updated based on the recent planning round. For comparisons with baseline trajectories set as part of the strategy development, please contact planning@napier.ac.uk.

**Mid-year figures where available, otherwise these figures are planned or target figures.

Key performance indicators by

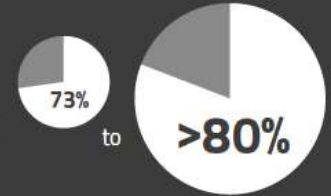
2020



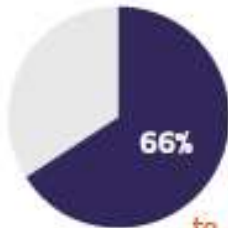
Graduate employability
↑ 95% or more

Grow employee engagement

by 2020 from



Increase % of students with a work-related experience option from



to



Record, support and grow student participation in co-curricular activities



Key performance indicators by

2020

Grow our student population from

18,400 to 22,600

Grow taught postgraduate population from

3,000 to 3,900

Grow research postgraduate student population from

200 to 300

National Student Survey student satisfaction will increase from



to





... and other measures

Cultural transformation survey 2015 – examples

- *We succeed through growth rather than by cutting our cloth to fit...*
- *We have high aspirations for, and confidence in, ourselves and our students...*
- *We are actively engaged in delivering our vision and our purpose...*
- *We embrace change and are responsive to stakeholder, customer and society needs...*
- *We are led by our academic agenda...*

Organisational development

- Client / stakeholder / customer centred services
- Enabling organisational structures
- Developments in how we deliver
- Effective decision making
- Technology as a catalyst for innovation & communication

People development

- Values
- Behaviours
- Skills
- Attributes
- Culture

**Ongoing need for reflection
to understand our
organisational needs**

An example: academic appointment and progression criteria at ENU

Academic appointment and progression criteria

- Strategic objective:



Grow our academic reputation

Outstanding teaching across our portfolio

Grow areas of academic strength and potential

Grow research and integrate with teaching

Build research and innovation in teaching and learning

Grow the postgraduate community



Objectives of the programme of work

- To ensure that the academic appointments and promotions scheme is aligned to Strategy 2020
- To ensure a fit for purpose career framework for all staff that specifically sets out our clear expectations for each level (where appropriate), and supports and enables the development of staff



Creating the evidence base

- Working group with broad membership
- Consultation, engagement with academic staff & trade unions
- Benchmarking performance
- Sharing sectoral experience, e.g. Kingston, UWE

Outcome

- Four pathways
 - Research
 - Learning & Teaching
 - Enterprise
 - Professional Practice
- Criteria grouped under 4 categories
 - Esteem
 - Innovation
 - Contribution
 - Academic leadership

- Associate Professor title

Appointments from 01/15
promotions from 04/15

Institutional research

feeds internal policy & practice
feeds sectoral policy & practice
generates engagement and debate
promotes commitment and development



