

## Introduction from Duncan Ivison

Good morning everyone. Great to see you. Happy new year. Welcome back to a new year for all of us. Wonderful to see you. I hope you did have a break of some kind over the holiday season and you're kind of raring to go as you're getting ready for the next semester in so many different ways. And thanks for coming this morning.

So what we're going to do is talk today about delivery of the strategy and we're shifting from you know the the hopefully for you as it was I think for me at least really exciting interesting intense development phase you know the ideation phase the developing the hypothesis the writing of the strategy, the launching of the strategy and now we move to the delivery phase and a strategy without delivery is well, fill in your favourite disaster scenario but it's you know a strategy isn't worth anything unless you deliver it basically.

So that's the theme of today. We're going to try and share some information about our approach to delivery. I've got two fantastic colleagues Mark and Jenn who are going to help us kick off that conversation. Mark of course is we'll introduce in a minute but professor of strategic management and Jenn our vice president of teaching and learning. and then I'll but I'll kick off with just a few sort of introductory remarks and then we'll for the main reason is really just to open up to questions and comments and reflections. Okay.

So like I said really this year from here on in it's all about delivery delivery delivery. So if we just click on the the the maybe bring down all the bullet points so it's easier. And needless to say, hopefully, as you've been hearing me say all along, how we deliver the strategy is as important as what we do. That's really important sort of theme for this morning. And it really informs everything we want to do over this next period. And what we you know what we have to do as an organisation is balance on the one hand providing and developing really detailed well thought out, well articulated properly resourced plans for the delivery of the strategy on the one hand but on the other hand sit with some ambiguity that not everything is already figured out and indeed we'll have to figure some stuff out together as we go both because we'll learn things in the process internally that we're going to have that will cause us to adjust and we're going to have some external shocks of one kind or another. I mean just looking at the world today opening up your you know your social media feed this morning that's inevitable right? So we're going to have this on the one hand we need to be disciplined and you you know we all need to hold each other accountable for for providing the kind of planning and the kind of support and the kind of detail that's needed to deliver a strategy of the kind we've developed with on the other hand sitting with some ambiguity about not

everything being figured out down to the final detail. And indeed inevitably we will need to pivot and we will need to start and stop and we might have to stop things that we were really excited about because the world has changed. So that's another really important theme just to flag this morning. Very happy to you know get into that and say well what exactly does that mean? But I think that's really important I guess from this morning really hopefully you know what delivering looks like if we do it well that's something that I really want the community all of us to really be focused on.

We had our first delivery conference last week with the 200 some of you were there and one thing you know we are is we're a complex organisation we're a complex system right and the metaphor I think of in my own head is we're an economic ecology which means that although we're a complex system of departments schools faculties divisions directorates groups we're all connected in a very kind of nuanced way. There's sort of nuanced layers and connective tissues between all of us. And I think what's really important over this next period in our organisation's history is we need to learn to care for the system as a whole. That what happens in one part of the system will have consequences for another. Maybe not directly, maybe not self-evidently, but over time, in time, and in some cases immediately, that will be the case.

So how as leaders, as people who work in the organisation, do we make sense of that? And how do we care for the system as a whole? So we're a complex system.

So what does it look what does it look like to deliver a strategy well in a complex system? That's something that I've been thinking uh a lot about and that we're trying to kind of weave into the strategy delivery. And then of course, how will you be involved? In some cases, you will be directly involved. Like tomorrow morning, you're going to a meeting about something that we're doing in TNL or something we're doing in the digital space or something we're doing in the research space.

You're sitting with Colette or Jenn or you're sitting with PJ or Patrick or whoever. For some of you, tomorrow will just go along like tomorrow has gone on like yesterday went and there's not some immediate impact, but you want to be on top. You want to be, you know, engaged. You want to be understanding what's happening. you want to feel as though you have a sense of what's occurring in the organisation. So, we're going to need to get that right and you know, inevitably we'll not get it right every time, but that's something we we also need to balance and very happy to talk about that this morning. Okay, next slide.

So, we've made a start. Obviously, we're not starting from zero if we just flick down. We've released the first version of a of a work package. I mean being a university I love

universities I someone stopped me in Oxford Road and said Duncan that is not a work package in physics a work package has the following five things you were missing all of them so point taken but we've we've set out our initial work package and it will get more detailed and developed as we go it gives us a set of outcomes at least and the work packages are three year work packages. So we're thinking of this in terms of sort of three three-year work packages and they all overlap. They'll be connected. Some parts of them will be discreet and will finish and roll off. So that's something else to look forward to. But the work package has a set of outcomes that we're aiming for in the first three years. It sets priorities and that's really important that one thing I hope over the course especially of the next couple of months is you have a really clear sense of the priorities for the work that we're doing because I think as some of you heard me say before what I do not want to have happen is 18 months from now for the organisation to ground to a halt and for all of you to be saying just stop you know just leave me alone it's overwhelming so we want to really make sure we get the cadence and pacing appreciating though that there are going to be times where the work will become more intense and more challenging. As a result, we're identifying the funding that will make available for the implementation of the work package. Not everything in the work package requires funding, but some things will, and we're thinking that through.

So for example, we've got some as it were buckets of funding available for the beginning of the development of the leaps and the foundations, but other things will require reallocation of resources rather than creating new funding. And of course, part of the strategy, the more medium-term aspect of the strategy is developing new sources of funding. For example, if we think about the ambitions around flexible learning, if we think around the ambitions around innovation and commercialisation, those are about opening up new lines of revenue for us to develop. So there'll be funding funding as part of the strategy itself.

We're trying to bring as much clarity as possible to the governance and the accountabilities that come with the strategy. And over the next month or two, that is something I really want to talk to the community about. will share the sort of accountability sort of matrix as it were for the different components of the work package. So there'll be names of natural persons next to some of the initiatives that are coming out. I think it's really important that we build up that collective sense of accountability. But as I said ultimately in a complex system what we're aiming for is for all of us to feel as though we are stewards of the system as a whole. So how do we make that how do we make that true? But meanwhile, we need to be clear about how we'll govern and how we'll hold each other accountable for the delivery itself. That's something, you know, we flag in the delivery handbook, but we need to make that make

that real. And then, of course, as I've said, we've got a delivery handbook. And the handbook is not meant to be the 600page technical manual that the colleague from physics said it should be. it's meant to set out a framework for how we'll deliver the strategy and some principles and some ways of working and some themes that hopefully leaders will find at every level of the organisation useful in thinking about how when they're engaged in delivering the strategy they go about it.

So and the delivery handbook itself you know it's an it's an evolving thing itself. I've already had people from other institutions ask for copies of it. So who knows? See where it goes. Okay. So that so like I said we've made a start. We're not starting from scratch. So next and I think final slide please. So what's in the work packages? You can access them online. I'm not going to summarise them here and as I said they will get more detailed as we go but essentially we're really kicking off in terms of the major themes in the strategy. more impact more quickly for more people. That's in relation to thinking about our research and innovation and teaching and learning agenda. We're going to begin most of the leaps, if not all the leaps, but they won't be finished because some of them are medium and long-term, but some have discrete components to it. We'll talk about this this morning in more detail if you're interested because Jenn's here. have initiatives aimed at improving our student experience and some of those are, you know, in some sense rolling out already, but there's some big pieces of work to to get started there. probably one of the most important and and uh in the TNL space and also one of the hardest and one of the more medium long-term is thinking about our curriculum and thinking about the new markets, the new cohorts of students we want to reach through new ways of thinking about program and also program delivery because obviously one theme in the strategy is moving into flexible delivery, lifelong learning and that's a big massive opportunity for us but also a big challenge. um more support for all of you. Uh a big new project around a new finance and people system because we don't actually have a people and finance system. So it'll be a radical thing um to have one. That that's a big complex piece of work that Ellie and Carol uh will be leading and then developing a new infrastructure plan for the campus that Barra is going to lead on and obviously all the core technology renewal work that PJ and the team have been already kicking off but we'll sort of intensify uh as we go. So that's what's in the work packages.

There's more detail online and there'll be more detail um to come. Okay.

**Panel discussion with Jenn Hallam, Vice-President for Teaching, Learning and Students, and Mark Healey, Professor of Strategic Management (AMBS)**

So, what I thought we'd do is invite Mark and Jen to join me at the front. We'll just have a brief conversation if you guys come up. Um, I don't think they need much introduction, but maybe I'll just ask you each to introduce yourselves first. So, Jen, why don't we start with you? So, I think am I on? Is that on? There we go. So, I'm Jen Halen, vice president for teaching, learning students, and I'm a professor of assessment and educational advancement.

And Mark Morning everyone. Mark Healey. I'm professor of strategic management in the business school and I'm also head of the school's innovation division. It's also Mark's birthday today. So, um, happy birthday to Mark.

No, no better place to celebrate your birthday than a town hall at the University of Manchester. What more could you ask? So, and I should say Mark Mark's been many and some of you in the room, Mark's been one of our sort of critical friends through this process given his his domain of expertise. He's been helping us think through some of these issues. So, Mark, I thought I'd start with you. you know, professor of strategic management. Um, the delivery phase of a strategy, as I said, presents a different kind of challenge for the organization. So, in your experience, you've worked with lots of different companies, different kinds of organizations. What are the kinds of things we really need to focus on now and pay attention to if we're going to deliver well?

As I said, I think you're right. I think it is a very different phase. Um, it's a little bit like, you know, we're in January and the formulation stage has been a little bit like generating your New Year's resolutions. So, you can spend a lot of time thinking about them. And the delivery phase is actually the point where you think about sticking with them.

But, that's a really bad analogy because I'm so bad on New Year's resolutions.

Well, well, let hear me out for a minute. Now imagine that in when you're setting resolutions, you're not only doing it for yourself, but you're doing it for your your your entire family.

Yeah. Right.

Not only do you have to do it for yourself, your entire family, you have to get everybody to agree or at least sufficient people to agree that they're a good thing that they'll actually do something and stick with them. And not only that, not only do they need to

stick with them for January and February, in our case, you need to stick with it for 10 years. So imagine the complexity and the difficulty of doing that. So there are some obvious things obvious challenges for us there around things like sustaining building momentum but then sustaining it and persisting sufficiently. But you know if I were to reflect on what probably what the what the evidence tells us and what experience tells us about what one of the main challenges is in the delivery phase it's really about what I would describe as of overcoming inertia and that is not the same as the idea that organizations are kind of resistant to change and people are sat sat there not willing to do anything. You can tell from the attendance that we get at the town halls, from the fact that we've got hundreds of people online, engagement is not an issue for us. People are engaged. They buy in generally speaking to the to the big picture of the strategy. What I mean by inertia is actually we're already moving. We're a big complex organization that's already changing itself all the time. And what we're trying to do with the new strategy is to get the organization to change in new ways actually to nudge it in slightly different directions. So that's a major challenge for us and I think within that I think the single biggest thing that I would say that we should pay attention to is really thinking about uh you you used the word earlier about resource allocation. So in other in really simple terms how do we spend our money and other resources differently as a result of the strategy. That's really the key challenge and one that many organizations really struggle with. Why is it such a struggle? Well, if you're a new startup and you've just gone out and you've got millions of pounds from investors and you're sat there with a very healthy bank balance and thinking, okay, how are we going to spend all this money? That's one thing. If you're an organization like us that is very complex but has been running for a long time, knows how to run itself and has a well-established process of budgeting and planning and that rolls over each year and you know we do great with that process. actually reallocating resources means to some extent nudging that and and tweaking it and changing it a little and that's super difficult because you know I think as well as nudging things you have to keep the lights on so to speak we have to make sure that we excel in our day-to-day delivery whilst at the same time changing the way that we use our resources and resources is not only not only money right the our key resource for us we're a university is people right actually so sometimes that's about changing people it's not about necessarily changing people's jobs. Sometimes it's things it's more subtle things like if we want to do research differently, changing the

expertise that we have, making it more interdisciplinary so that it's more problem driven. All of those kind of challenges are are people challenges fundamentally as well as financial ones. So when we're thinking about reallocating resources, it's really thinking about re reallocating people, capital, and finance.

Yeah. It's like my, you know, my dad used to say, don't show me your strategy, show me your budget, and I'll tell you what your strategy is. I I think it's a bit too reductive not to speak in vain of my father but you know I think it's a fair point. Um quickly I mean any example like can you think of any companies or organizations that you think of really that you thought did a fantastic job or maybe I mean not to get too downbeat but maybe an example of someone getting it spectacularly wrong that we could learn from. Maybe we don't dwell on the maybe we shouldn't dwell on that one.

Um so I think if you kind of to generalize and to look at what the ones do the ones that do well that's a kind of a more interesting thing because we pick out an example from the tax sector or something like that or even another university it may be fundamentally different from us. You made a good point earlier that we're a complex organization embedded in a particular ecology. So you know the rules might not necessarily transfer but in terms of lessons that we can learn from those organizations that manage this next delivery phase well. There are some fundamental things. One is about managing that. Um how do you set sufficient direction but as you said earlier give the individual parts of the organization sufficient latitude to do what they need to do that and there are two you know two dangers there really. One is you set the boundaries too tight actually and um then people have no room to innovate and then there's not enough scope to change things over time. The other danger is actually going the other way which is not having enough clarity on the on the non-negotiables if you like and that's really the job of a of a strong center and if you look at the hallmarks of those really successful organizations that's the key they are bold enough and confident enough to allow parts of the organization that are close to market that understand students that understand technologies and allow those parts to come up with ideas to test them locally and then to scale them with the support of the center because obviously if you think about our organization schools um parts of PS service they can do really innovative things but they often lack the resource to scale those things to the enterprise level um so you know there are just a couple of things about that I would say that the point about clarity is really important too as I said people feeling really clear about what's the strategy what are the priorities

so Jen just reflecting on that and then we'll we'll we'll open it up for questions I mean obviously there's some really big uh big ideas in the strategy, big commitments in the

strategy in research and in teaching and learning and many of the things in the first work package that are quite transformational are linked to that TNL agenda. I mean there are really important things in research as well but um let's just focus on TNL for this morning. So reflecting on Mark's comments about, you know, clarity uh and also giving people space and room to to innovate, how do you see that playing out in terms of the work package and and the initiatives that you're going to be helping to deliver over the next three years?

Yeah, I think some of the excitement as well is that we have frontloaded strategy with TNL and it's it's something that we want to prioritize, but it's all about that great student experience for us in terms of what does that look like and figuring that out. It's not a collection of, you know, great modules or something that's quite separate. It's about that coherent end-to-end experience. So, for us, it's figuring out how do we work together from the first time a student comes on the website to find out about a program all the way through to when they leave us as an alumni. And what what we really want is to embed how exciting that is for our students. They want to be part of our community for the rest of their lives and talk about the great experience they had. And for us that's about how we do things differently. It's not about more work. It's not about doing extra on top of the business as usual. It's about us looking quite differently and more purposefully about some of the basics as well. So it's not always shiny for student experience and teaching and learning to get it right. We've got to do the basics purposefully and intently and consistently. Well, it doesn't mean uniformity across the piece. It means that we work together to streamline, not over complicate things so that students have access when they need access. They're not just a number in the system. And I think for a great student experience, we have to model that with an exceptional staff experience. We need to commit to giving training to staff. We need to set those priorities and we need to free up space. There's so much we do in TNL. We not necessarily three times across the faculties. It could be nine times. It could be 20 times.

How are we prioritizing streamlining what we do? It's not just about giving you more and more work to do. It's about thinking how we do it quite differently to achieve that experience which is really exciting. And so in terms of some of the initial priorities that are in the work package, maybe give us a sense of the things that are going to start rolling out in the next few months that people will get to see and taste and touch a bit. Yes. So I think one of the big ones is academic advising. So we've heard from students quite a lot about that connected experience and sometimes it can feel about who you know or how confident you are to be able to get that information and support that you need. What do we need to do to give them that end to- end experience to help them

communicate what they've learned and how to get support when they need it. So that's one of the big areas and then curriculum and assessment. So curriculum whether we want to look at the bigger things like partner enabled learning we need a foundation of a curriculum. So we need to understand what our module structures look like where students can seek support and how we assess that in the right way. It's not just assessing for knowledge. It's not just looking at how we innovate in the teaching space. We have to do that across a continuum and it's how we work together to do that. So there's lots of big things that we need to do but I think for TNL the first three years is setting that foundation. We're going to look at hopefully having a really USP curriculum where every student for credit gets to work with an employer or gets to work with a business or with a community. To do that, we've got to get the basics right first, doing it consistently and giving you the support you need to be able to do that scale. So, academic advising, curriculum, assessment, and starting to lay the foundation for that big idea of partner enabled learning, those are the kind of first cabs off the rank. And the other one to add is like you talked about the different varieties of modes of teaching. So we're looking about what is the online market, what is the hybrid market, what is the corporate market, what opportunities do we have? And I think this is some of where the innovation creeps in into the earlier stages of how do we work together like you talked about interdisciplinary what are the opportunities to do it to different markets to different modes of delivery and really challenging ourselves to think what is it that we can do to change the direction of teaching learning. So that's the kind of exciting spin on top of the basics as well.

Good. Okay. So let's open it up now to questions, comments. Jenn and Mark are going to help with the questions as well. So we'll take some questions in the room and then we'll go on to mentimeters. So when there's a microphone just so everyone can hear online. Um who wants to kick things off in in the room? I'll stand up. Hi

## **Q&A**

Simeon. Happy New Year.

Happy New Year. Hi. It's a shame everyone else isn't clamoring for questions, but how do we where's the space right in all of this for that change that recognizes the threats to H that exist? The external factors, the places that think we're market driven and what's the market? I mean, we're not. We have an offer. We're an educational institution. Where can we have the honest conversation about what happens for the external factors that bring a threat that say H is a market or various other things about how we

deliver? Where are we getting one the confidence to understand what we offer very well at the moment and two how are we countering external narratives that are a distinct threat to higher education. Yeah, we don't have to change if what we do is good. And some of the concerns people will have is part of this is thrusting change upon us. External forces will come in and want us to be a particular way. Where do we have the space to have that conversation and where can we confidently see that push back from leadership within the organization that says we're bloody good at what we do. We've been doing it for 200 years and we continue to do it well. We don't need to change to suit a model someone else wants to impose upon us. we are going to continue these things we do well.

Yeah. No, great question. Where's that? Great qu great great question. I I mean let me let me have come at it from two ways and then see if Mark and Jenn have a reflection on. I mean I think the first thing to say is I think this actually the strategy we developed is very clear. If you think about the first pillar of the strategy, a commitment to outstanding teaching and research that is a fundamental foundational thing about what we want to do as an institution. And you know we are not turning ourselves into McKenzie. We're not turning ourselves into an online business school that doesn't do any research, you know, we are not um uh heading down uh that private university path. We're not creating Manchester Private or anything like that. So, so I think we've been really clear about everything we want to do is to, you know, double down on our fundamental mission as an outstanding institution for teaching and research. But if we are to continue to flourish in an environment in which students and families and researchers and funders are thinking differently about higher education, then we need to respond to that and we position ourselves in the appropriate way in relation to that. And you know, we do need to push back when we feel that we're being asked to do things that somehow fundamentally undermine our mission. I mean, you know, and part of that is really sharpening up our our public affairs and our public engagement game. And that's something we've really been trying to do over the last 12 months. If you think, you know, the international student fee levy was wrong. It's the wrong policy. And and and we work very hard to try and persuade the government to change its mind on that and we only got so far. Um there are other things which we will speak out about but you know the like I said we exist in a complex ecology in which governments funders families students staff uh and others are thinking and evolving uh their thinking about the role and purpose of higher education and I think that's what the strategy is trying to position us not just to be resilient resilient is a necessary condition but not sufficient we

also want to flourish in that environment so I think it's getting the balance right between those two. But maybe Mark, did you want to add?

It's a great question. Yeah, it's a fabulous question. I mean, so where do we create the space to have that conversation? I think we have that conversation all the time. It's just that we might use slightly different language. maybe have a particular view on it, but we've been thinking in the business school about what value as educators do we add to our students when there's been a proliferation of new providers, when people consume so much content online, when there's so much pressure from employers to focus on um close to practice skills, what's the real value of a university education? And I would imagine and talking to colleagues in other schools and faculties, they're having similar conversations about what the true value of a university education is and why should parents and students be willing to pay um uh the amount that they do for a university education. So I think where do we have that space? But the space is everywhere. It's the constant concern of the university leadership I think and to some extent you could see the new strategy as a response to those challenges. You know, if you think about the I think it's a concrete example like what we're trying to do with Manchester online, you know, that is that is partly a response to one of those key challenges of when other universities made that first leap into the online space and put a lot of their content for free online. How do we continue to to charge our students the rate that we do for delivering content? Well, we don't because we do much more than deliver content, right? It's about the experience. It's about the campus. It's about the support that we provide. It's about the criticality. It's about the things that happen in the classroom that don't happen online. But at the same time, we can't ignore the fact that the world is changing. And for certain demographics, certain students, they want to be educated in a slightly different way that some of them are unable to travel to Manchester. And that's where online learning might become an important part of our of our portfolio across the board. So I think we have that conversation all the time. Do we have all the answers? No. Can we always push things in the way that we want? Clearly not because there are government and regulatory constraints that we have to operate within and we can lobby. We can be part of bodies that try to do that but we can't always win things in our favor. Um but I think the important thing is to be having those conversations constantly and having that dialogue between the center and the school uh so that we're live to the issues and that we can respond to them as they arise.

So Jenn, briefly thoughts from you.

Yeah. And I think it's also about figuring out what we do really well and shouting more about it because I think we we are quite shy in some of the things that we do that are

fantastic and not just talking about that to an external audience but talking to each other about it. So we obviously Caroline we can see a great example of the canvas roll out that we did in terms of how integrated that was to support staff across the board and give a consistent student experience. But I think it's be more purposeful in those conversations. And I think particularly from a UE perspective, we want to be challenged about what those spaces are in terms of how we have the conversation and how we reach the audiences that are battling with that day-to-day versus the innovation side. It's not just about doing things differently or doing new things. We want to have and keep having these conversations. So present those different ways and opportunities and like you said, I think we have them all the time. It's how do we surface some of those conversations in a more nuanced way?

Okay, maybe one more question in the room and then we'll go to mentometer. Yes. Yeah.

Thank you. Um I'm Ruth Brmley, professor of health inequalities and medical ethics in the um medical school. So my team and I met last week purposely to review this strategy and see how we can bring bring it to life. And one of my questions is it obviously we have to speak at the most sort of senior levels in the university but essentially for me the strategy speaks to the grassroots so through the lens of health inequalities particularly thinking about our communities the impact we want to have for the people in our locality. So I think one of the questions we had as a team is how do we feed in so for example one of the statements was about free to pursue questions wherever they lead. So as a team we've got over 150 years of clinical ethics experience. We're very good at debating respectfully and professionally. So there's a skill set in my team that we could bring to the party. We've got a lot of community experience as GPs of working with real people in the city of Manchester. So it's where do we bank those expertises that we have which as you say Jenn may be hidden because we're just getting on with the job because we felt really excited about bringing it to life but I think one of the tensions is that business as usual and also from external experience top down with strategies will kill that kind of grassroot roots and appeal to everyday people. So I'm not saying that you haven't got the vision for that, but I'd be really interested to know where that vision is that we match the conversation to the place where we want to have impact. So they were just some of the thoughts we are having, but really keen to be on board, but just not really clear what that pathway there for is to us without losing the time we need to do the job that we ostensibly come to work for.

Yeah, that's a that's a really helpful comment and it's probably the most consistent feedback I've had since um you know late last year and the launch and and the

finalization of the strategy. So people understand and and kind of grasp the vision, but they want to know how they connect into it. So I think that's a really I think that's exactly the challenge in this delivery phase that Mark in particular articulated so well. So I guess what I'd say is, you know, without getting too detailed in terms of your specific area, but having said that, think about it for a minute. So Colette is is going to be leading uh an escalation of or escalation, wrong word, uh a development of um the uh health inequalities platform. And of course in the strategy, we talk about mobilizing the full stack of the university around our platform. So they're not only about really important fundamental basic research, which is the lifeblood of of of what we do in so many ways. and that if we don't do it, nobody else will. So, we have to protect it, preserve it, invest in it. But then we want to actually use the platforms to engage with communities in that sort of for Manchester aspect of the strategy. We're going to develop an infrastructure plan in which we're going to be thinking about, for example, the infrastructure in our health and medicine disciplines. Maybe in the future on Oxford Road, it looks very different if we're taking a more community oriented, publicly engaged, more transparent approach to the way we operate. You could imagine a building very different from Stopford if that was the case. Say for example, um not saying that there's going to be a new building in Stford. That's still a discussion to be had. It has not been decided. Blah blah blah. Um but so so I think I guess this is gets back to that opening comment I made about in in one sense people sitting with the knowledge that there there are there's a detailed work going on in in say curriculum in platforms alongside of a certain amount of ambiguity about exactly when you'll plug in to that work and I guess the challenge is to make sure we get that right and for you to tell us if we're not but the in in your case I think there will certainly be moments over the next 18 months 24 months where we're going to be asking you to help us deliver on that research platform vision on that curriculum vision on that infrastructure uh development that we have to undergo and on that uh partnership piece uh as well. So, you know, I guess I would just encourage you to continue to have those conversations at the local level to be capturing the questions and the concerns or the ideas that you have and then connecting, you know, those with uh the team in your faculty so so we can make sure we're gathering them. But I think in your case, I think you will find yourself being asked to help us do some very concrete things over the next next period. But I think it's a good example of that tension that Mark Mark sort of articulated. Yeah. And just to to emphasize the point, I think somebody asked me the question yesterday, how do we embed the strategy throughout the university given that we're so big and complex? What does it look like to embed things? And my view is that embedding looks exact the start of embedding looks like exactly what you just described right with your leadership team sitting down. Has everybody read the strategy? What do you think? Just having that

conversation. What's our role in this? How do we fit in? Where do we fit in? I think one of the points that came up at the delivery conference last week is that there's going to be a push towards accountability. That doesn't mean that every single one of us has is accountable for being connected to every single part of the strategy, right? That would be a disaster. It would just be everybody trying to clamor and probably moving in different directions. What embedding really looks like is having that conversation, keeping the dialogue going, understanding what the strategy is, what the priorities are, where we fit within them. And I think naturally over time we will build the mechanisms and the mechanisms will be there for ideas to feed up and resources from the bottom and then resources to feed down from the top to enable people to excel it in ways that are consistent with the goals of the strategy.

Okay, maybe one more question. Oh, actually let's go to mentimeter now. People online have been very patient. Yeah. Um thank you.

So we've just had a last minute change. So um how will student and staff mental health and well-being be prioritized during the delivery of the strategy especially given current pressures in the sector and the wider challenges facing society?

Great question. So that is one reason why that has been highlighted in the delivery handbook as something that every leader in the organization has to be cognizant of and thinking about. But let me maybe Ellie is there a microphone? Maybe Ellie and Jen. Jen, do you wanna maybe start off by saying something? Then maybe maybe Ellie I'll come to you about some of the practical things we're going to do.

Yeah. I think people are at the root of our strategy. And so when we talk about student experience, it's not just what's in the classroom. Staff experience is not just about how you deliver your teaching. So we need to think inclusively from the beginning of listening a bit better as well. So what experiences are our staff having? What experiences are our students having? We need to design it for the people that are working for us. And as I said, it's not about doing more. The objective of this is not to give more tasks and more asks to people. It's about listening a bit better in terms of what are you already doing? How can we set clearer priorities, clearer risk boundaries, for example, of what you can let go of and what you can re prioritize on, but it's focusing on that people agenda and communicating better. So Ruth, one thing I was going to add, it's not just about how teams feed in, it's also about how we feed in better with you. How do we hear better? So it's looking so the TNL strategy is not going to be me delivering it and the team. It's how do we work with you at school and division level to hear more about what's going on in your day-to-day never mind about their ambitions but also establishing that BAU. So we need to listen a bit more and communicate better

and more effectively with each other. I mean Helen's here too. So I don't know Helen if you have some thoughts on some of the practical things we're going to do but Ellie did you want to say something or

Yeah I'll say a couple of things and pass pass down to you Helen. So I think echoing what Jenn said really the people experience as we move through the delivery is going to be really really important. We do have lots of support and tools available through the well-being support through Helen and Helen's team. We're also working really positively and collaboratively with Simeon and other trade union colleagues as well which give us really great insight in terms of ground up what it's like where we might have hot spots or challenges within particular areas where we've got where we're suffering from change fatigue and we do need to support those areas more so. Um, we've also got new leadership capability uh support sessions that are rolling out from this month as well. And we've got particular sessions focused on leading for well-being and making sure that managers are equipped to recognize uh and create psychological safety within their teams because I think that's the first thing is creating that openness that people feel comfortable to say hey this is becoming too much this is overwhelming because if we don't know that we've got those challenges then we can't address them. So I think the first thing is is um supporting those really open transparent conversations. Helen, did you want to say a bit more?

Yeah, thanks. Thanks Ellie. Thanks Duncan. Um so I think one of the things I think we've reflected on through the you know things that have happened in the past is understanding really what are the things that cause an impact have an impact on people's well-being. And that's a lot of the work that we've been doing is about putting in place processes, templates, upskilling our leaders, upskilling people to be able to work with their teams to understand those causes that may be contributing to poor well-being. What are the things that we can proactively do to address them? So really key as Ellie said is is that training and development of our leaders and our managers. And I think you know well-being is an output. we we have a fantastic range of support and opportunities um for people that they can access, but we know actually a lot of the time people tell us we don't we don't always feel that we have the opportunity to use those. So I think creating a culture where people feel that they've got that permission to to kind of do the things that are going to support their well-being and have those conversations with people within their team with it with their people with their line managers to identify what's going to help them. So yeah, we can definitely um after the town hall share perhaps some of those resources and links so that people have got a really good uh awareness of what's on offer. I mean I think the other final thing on this point is um what's really important to me is I mean it is very very difficult in the sector at

the moment right every day there's more news of redundancies of institutions in financial crunch of governments doing things that potentially could could make it challenging for us but to me it's really really important that we have a sense of agency as an organization we are not simply reacting we are actually trying to make choices about our own destiny to the extent we can and about our own future that's really why the strategy process is so important and it's so important to get delivery right doesn't mean we can we can't insulate ourselves as I've said from what's happening in the world but we are in a position where we can make some decisions we can make some choices about our future and that's what we really need to grasp hold of that sense of agency is so important and there there are many parts of the sector right now who are not in a position to do that and you know we we want to be part of a flourishing and healthy sector uh and and one way of doing that is to make sure that we are making choices in the best way possible about our about our future. Okay, maybe one more for meter then we'll come back into the room.

So we do have one online. Oh right, great.

All right. Um I'm here.

Hi David. Um uh yeah. Okay. So um reallocation of funding um that I think people can you know interpret as meaning upheaval of some sort or another hopefully with uh a very good purpose. Uh I mean in the worst instance of course that means redundancies. Um but connecting with the you know the mental well mental health and well-being here if we scare people half to death then they are not going to be uh very productive workers. So we have to try and uh I think connect all these things together um for the good of the institution and ourselves. In that respect, the delivery handbook ought to be really useful and I think it has really good stuff in it. I don't I don't think I disagree with um very much of it at all. I think it should be shorter. Uh I think uh we need to think about who is the audience when we're writing these things and how much time do they have to read things. Um it can be I think seen as the implementation or the thing that guides the implementation of the set recommendations but I think it should be more explicit about that um because connecting the things perhaps to where we haven't done it so well um will allow us to do it better. But are we truly implementing the delivery handbook at the moment? So there is the Gant chart of the um the three-year plan and that is really good. That is much more transparency than we've had before, but I don't know any of the details. So I'm an academic adviser but I don't know who is talking about changing the academic advising model and I don't know what the uh you know the discussions of that where they're going. Um, so I'm not asking for those now, but I'm what I'm suggesting is that there is a web page somewhere that says uh exactly what

you know who is involved in all of these projects. Um, how we find out more about it, how we get involved. So, um, but there we go. Thanks.

Thanks, David. So, I think I'm gonna ask Jenn May, it might be useful just to use that as an example, Jenn. So, so David, the point's well taken about how do we keep people informed as the delivery starts to pick up pace in relation to the initiatives we've prioritized and it would be good to get feedback from everyone listening online and in the room. Are there better and worse ways of doing that? A web page is potentially one solution. There might be other ways um as well, but why don't we use the example, Jenn, of the academic advising big issue. I mean, we did some good work with the student union last year and the year before on that. So, maybe talk us through that. Maybe that helps address and I should say obviously our plan is not to scare the living daylights out of colleagues and you know that's something which we need to be constantly alert to sometimes you know you you you miss you misread and as Jenn said we need to make sure we're listening more effectively but maybe talk about the academic advising as an example. Yeah. So this is a really good example of how it's it's quite large scale but we've done lots of pocket of activity before. So as you said we've done some work with the students union. We've done some trials of how academic advising can work. We've got some training that's out there. So it's looking and pulling all these different pieces together. So it's the library who set up some of the training. It's some of the academics or the students union who have done innovative spaces and trials. It's also linking in with the career service to understand what more do we need in with academic advising. So it's pulling all those threads together at the moment to see bit of a deskbased exercise. See where are we? What is the current position with academic advising systems wise I'm looking at PJ what opportunities do we have for staff to engage and students to engage with a really proactive system because one of the big things in academic advising is the tell us once motto. So we want students to have a really simple mechanism for you to tell us something and only have to do it once. you don't then have to get rereferred and tell somebody else and that's where we lose a lot of students and staff along the way. So it's figuring out what current mechanisms are in place. We're also working a lot more with the schools. So David for example the the shoes in FSE who we will work with or shoes dotles DSSE pick your faculty acronym um it's how we work together to understand what are the problems across the board because not every subject is the same. We work more with students in terms of our SU representatives to figure out what those challenges are and how we map what we do. So there's a lot of complexities involved in it. We need to figure out and what we're doing now is where are we starting from? We're not starting from a blank piece of paper. There's loads of great things out there. How can we elevate it and use the

experience and examples that we've got? But I think it's a really good point about how we generally I think this is a bit of a thread from today communicate a bit more openly. So from a TNL perspective, we want to break down those walls in terms of nobody knows who to speak to, how who to have a conversation with. There's engagement plans being developed in terms of how we can get to you, how you can get to us, not just in a forum like this, but on a kind of more day-to-day informal level through the different technologies. And we want to hear how that works. And we want to hear what's best way to communicate with you. Um, and that's evolving, but we need you to tell us what's working and where you feel you've got no information at all. Shoes. I haven't heard the shoes one before. I quite like that one.

Okay, maybe a question in the room and then we'll go back to Mentimeter. Yeah, right. Right in the middle. Sorry, I put my glasses on.

Hi, I'm Anise Banerjee. I'm a research associate in uh computer science. I'm involved in one of the change management projects around um equitable research facilities. So I'm interested in the accountability measures that we have in the university such as the race equality charter and the technicians commitment that are there to kind of support different groups of colleagues. Um and I'm wondering kind of how these are linked into this strategy and at what level that's sensible. And I suppose I'm thinking about getting buyin from senior academic colleagues to support those kind of initiatives or the work we need to do generally for equitable sort of yeah equity within the university. Um so I can see that maybe mentioning those at a very high level doesn't particularly work but also trying to get that to push up from grassroots doesn't work either. and you probably say, "Well, we need to do both." But I feel like there's some level in the middle where somebody needs to be holding the accountability. So, I'm just wondering how you've weaved that in and and where you're thinking of that sitting.

Yeah. I mean the let me just say something brief here maybe I don't know if Colette do you want to speak maybe to some of this I mean the very in a in a sort of principal way for me the whole issue of equity diversity inclusion is a really important one for us and it's a very challenging moment because so much of the public culture is kind of turning against it right just every day we are getting you know journalists and newspapers calling us outraged about something that they want us to respond to and and I I think you've heard me say in a number of cases, I actually think we need to lean into it even more for exactly that reason because that's not just, you know, a right-on thing. I just think, you know, universities, we teach better, we do better research, and we treat each other better when we hold ourselves to those principles of equity, diversity, inclusion. We are a better organization when we commit ourselves to them and make them real.

But having said that, it's a very challenging thing to do well. And what I what we didn't want to have happen in the strategy is it's a kind of separate thing over here because it's then too easy to say, "Well, that EDI will look after that." Oh, EDI will look after that and Sarah Fox, she'll look after that. So, how do we make it real across the organization as a whole? And you I think you're exactly right. is where where it lives and breathes is in the laboratory on a Wednesday afternoon when something happens and the the that team is grappling with it and feels they can and and they come to the best decision or the best outcome they possibly can. It's very important that it happens at you know the university executive and it's very important it happens in other parts but it's in that middle level. So, so I think that's a really good challenge for us to ask, you know, to put to ourselves and as I said, that's why there isn't a kind of separate pillar. It's meant to be woven in through everything we do. Um, but that's going to that's going to require us to to to to be bit different than we have in the past. But specifically in relation to you know research infrastructure in terms of how it works its way through that kind of level, what do you reckon? Uh yes. Okay.

So thanks um for for your question. Um Colette Fagan, vice president for research. So I think there's three points I just make here. Um in the research part of the strategy, we're continuing and deepening our commitment to a research environment which has always had that EDI link in um various concordats including the technicians. So that will continue. Um, and the technicians concorder is led by one member of the PST. I can't remember, Beth leads that, but it doesn't just sit over there. It is part of research committees, uh, oversight, engagement and so forth. So, um, it's not disappearing at all. Um the second point just to make more generally about your point about EDI. Um, so Sarah Fox, our director of EDI, has set up a series of meetings and I had my meeting of her just before the Christmas break and what she's looking to develop is more explicit links of the action plans into the teaching program into research um which is I think is fantastic because we were trying to do it before and I think we can do it better. So um there will be more to come in this area um in in relation to your concerns about how we do it at different levels. That's always an ongoing thing in organizations. Mark Mark's signaled that um and we're aware of that in terms of how we do the work. So if there are suggestions or you think there's bits missing um probably talk to your EDI lead in FSC and there's been a big change around the people so I don't want to name them in case it's changed um and it will also be part of a broader one research facility that Caroline Jay's leading and facility isn't just the physical and digital it's our people and teams. So I think we've got it covered but if it doesn't feel like that let us know please.

Good. Thanks Colette. So let's go to Mentimeter and then we'll come back um to we've got about six minutes left so we'll come back to the room.

Um so this one is again around the support available um for colleagues. So how will mid-level managers be supported, encouraged and held to account for stopping things to make space for delivering strategic impact? And then it follows and says often this is said by leadership but not done on the ground.

Yeah, I think that's that's a fair comment actually and I don't want to sort of you know say sort of benalities about it. I think that is going to be a challenge for us. I guess and I don't know Mark if you want to reflect on this more generally briefly. I mean the first thing that's important to me is that people are clear about the priorities that we've got a work package that we've got a methodology for how we will deliver and then we've got training and support for the leaders who will be delivering. So I wanted we want those four things in place and then we've got to hold each other accountable. It's not just about holding John Smith accountable in you know material science. It's about you know as I said we're in a complex ecology. So h how how are we connected and how do we hold each other accountable? Mark, is that the right you can tell me we have we're missing something or we're doing it wrong, but is that roughly the right way to go?

Yeah, I think it is and it is a super common problem. So, people tell me all the time the problem with the university is about the missing middle management. Like the middle managers run the place, but they're not always accountable. They're not always sufficiently trained. They don't have the resource that they need to do their job. They're overworked. They they're on the front line of delivery. All of those things are probably true historically. It's a it's a problem for most large large organizations. One of the things I'm really hopeful about is the training bit. Actually, it was really interesting in the delivery conference last week that for the first time as part of the delivery of the strategy, we have a comprehensive leadership training program. And is that is not just trying to, you know, it's not programs designed for people who are already in leadership. There's going to be programs available for people stepping into those leadership positions for the first time, helping them to build those skills around, you know, having how do you have a dialogue with colleagues? How do you how do you influence up? How do you influence down all of those things? I think the the key really is to make sure that people are equipped and trained to play that role in that in that crucially important management role. I mean, and the creation of the 200 is in another initiative we've taken to try and make that explicit as well.

Okay, one final question. We've got just three minutes left. I know people have to go off. Yep. Right in the back in the middle there.

Is it my phone? Is it? Thanks. This is for Jenn. Um, it really infused me. what you said about streamlining and not uniformity. So I'm speaking on behalf of kind of TLSE in um FSE and one of the concerns that I think a lot of the middle to low managers have is that there's quite often a onesize fits forced or foisted upon us with some of the tech and process and following SEP. Um and obviously you know what you said about students not just being a number is really important to us on the front line. Um how are we going to do that? How are we going to understand the nuances and the different demographic of students and evolve to that when some of our processes are designed to kind of force a square peg into a round hole?

Yeah, I think I think that's a brilliant question. And I've heard that quite a lot over the past couple of months in particular of that's a big worry for people. And I think we need to reiterate it isn't a one-sizefits-all. We need discipline disciplinary pedagogies to remain. We need student identities and staff identities to be a really big part of what we do and how we deliver what we do authentically. It's more about giving us a scaffold in terms of principles. So how do we design a streamlined assessment? How do we have a coherent curriculum structure where it's people can understand what good looks like and what how we feed that into the systems? It's not about creating a model that every single academic or every single PS member of staff needs to subscribe to. It's about setting those principles in the scaffold of what good looks like. To do that, we need to work with the staff. We need to work with the students and really understand what that entails. But it's we need to maintain that. And as a principle within TNL, that's something we're going to stick to. It's we're going to be looking and working with you on what what it is and what good looks like. Systems is really important. So we talked about this in the 200 last week. We can't expect different results if we're working in the exact same way. So we need to really take that lid off in terms of for you know um assessment progression for example. It's a good good example. How are we going to do that differently to enable those different results to streamline to do things more efficiently to get a better student staff experience? So, it's maintaining that pedagogy but setting that scaffold of what good looks like. So, we need to work together on how that happens and ultimately no student should feel like a number in the system. Same as staff, but we have to get the processes right to deliver it. So, we can reiterate that message and that's what we're going to stick to. hold us accountable to that and work with us to show us what that looks like in your area. There's the opposite problem. There's the opposite problem though, which is when there's nothing to put a square or peg into when you don't have any process or any system at all. So, you know, we don't have a finance system. We don't have a uh a sort of people system. We don't have a coherent assessment sort of system. So, there are some things where we actually do at least need to have something to put the square into. I think we've got plenty of holes.

Yeah. Yeah. Plenty of holes. That's right.

Yeah. So, so it's so I think on systems, you know, put it simply on systems we probably need to be much more kind of linear, but then on on experience we need to be much more multi-variant as it were if I can put it that way. So systems you need to be linear. The experience you need to you get the culture is what's super important for that. I think you know we really welcome consistent and useful workable systems. I think one of the problems is it doesn't necessarily have a an additional way to deal with a nuance.

Yeah. Um when you have Yeah. It's understanding those. Yes. Exactly. Yeah.

And I think just to add it's removing that complexity because we don't have a single point of truth for most things and we move from system to system to system. It's how do those systems speak to each other? How does the data move through so that when you're moving between different teams, you've got the same single point of truth, the same narrative. So it's some of that is we need to remove and be really clear about why we're using the systems and what the training is to use the system.

So thinking a bit more working a bit smarter in terms of how we use them and that's why we'll we'll have to end on this. And that's why that in the first work package the uh future foundations program is so important because that's going to get our data into shape so that you know who your team is you you know you know where they are in in the organization and and what follows from that. We don't even have that at the moment. So so we're that's why that's such an important foundational project. So we're on our way. Okay. So thanks very much everyone. We will gather up questions that haven't been answered and respond to those. Please keep talking to us. keep in touch, stay engaged. You'll see you'll see increasing ways for you to engage and keep on top of the strategy as the year progresses. So, thanks very much for coming today.