

the
GOVERNING BODY

**MINUTES of the Governing Body Autumn Strategy Session held on
Tuesday, 18 October 2022 in Room 010, Queen Anne Court, Greenwich campus
and via Microsoft Teams, commencing at 2.00 pm**

Present:	Ms B Hill CBE (in the Chair)	Mr C McWilliam (via Teams)
	Professor J Harrington (Vice-Chancellor)	Mrs A Mehta
	Mr Y R Javed	Mr M Orr
	Mrs T King	Ms S Ragab
	Miss D Larnder	M S Saluja
	Professor A Maragiannis	Mrs E Sideris

In attendance:

Mrs T Brighton (SEO Governing Body) (minutes)
Ms G Brindley (Director of Human Resources)
Ms A Brooks (Head of Capital Projects, Estates & Facilities Directorate)(item 5)
Mr M Farmer (Strategy Programme Manager)
Mr P Garrod (University Secretary)
Dr S Lewis (Director of Strategic Planning & Business Intelligence)
Professor J Marie (Head of Academic & Learning Environment)
Professor J Roscoe, Deputy Vice-Chancellor
Mr P Taylor (Chief Operating Officer)
Ms L Watson (Chief Financial Officer)
Professor A Westby (Deputy Vice-Chancellor (Research & Enterprise))

Apologies for Absence:

Mr R Hicks, Mr A Sharma

1. WELCOME AND INTRODUCTION: Bronwyn Hill, Chair of the Governing Body, and Professor Jane Harrington, Vice-Chancellor

The Chair welcomed Governors and attendees to the strategy session, which would take stock of progress with the strategic plan since the Governing Body's approval of it in March 2021 and the launch of the sub-strategies in April 2022. There would be a particular focus on Student Success which was central to the strategic work. The session would conclude with a presentation on the emerging options for Devonport House and a tour of the building.

THIS IS OUR TIME: IMPLEMENTATION AND GOVERNANCE
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2. OVERVIEW AND FORWARD LOOK: Professor Jane Harrington, Vice-Chancellor

The Vice-Chancellor gave an overview of progress in implementing 'This is Our Time'. Since the launch of the six sub- and enabling strategies, work had concentrated on agreeing corporate KPIs, re-aligning the Strategic Risk Register and establishing governance structures and reporting processes. Priorities for the coming year had been identified and the Vice-Chancellor provided Governors with an outline of the core areas of work for each of the sub

and enabling strategies (see the Appendix). To date, 22 priority projects had been signed off for implementation.

New academic, executive and strategy governance structures had been established with input from an external consultant. A Strategy Programme Manager had been appointed to set up and resource a Programme Management Office to support the strategic work. Senior Reporting Officers were being assigned to oversee each major project. Dashboard reporting for the executive and Governors was being developed. RAG ratings would be used to provide a quick visual reference on performance to inform future focus.

The Vice-Chancellor reported that work associated with culture and behaviour was fundamental to everything the University was doing. It was important for the Leadership Forum of senior and middle managers to live by the University's agreed set of values, and its members had committed to doing so. Training for the Leadership Forum was being organised on having difficult conversations and resolution of issues.

The set of nine corporate KPIs with milestones and trajectories to 2030 linked to strategic goals had been in place for a year. Five out of seven KPIs were currently on track. However, KPI#3 (*Graduate Outcomes: Highly Skilled Employment and/or Further Study*) and KPI#4 (*BAME Awarding Gap*) required further work. Improving the BAME Awarding Gap was a particular challenge now that universities were required to reduce the number of 'good' honours degrees to pre-Covid levels in 2019. Delivery of extended degrees through a different pathway of learning was being explored. The recruitment of a Pro Vice-Chancellor (Education) would bring experience to this area.

The performance of the corporate KPIs was regularly reported to Governing Body. Development workshops had been held to map supporting indicators to the KPIs for the sub and enabling strategy. The same methodology was to be cascaded to Faculty, programme and module level. Information would be collated into a standardised template to inform future decision making and identify any need for change. This new approach would be an iterative process and would be in place in the New Year.

The annual milestones for the corporate KPIs for the current year and for 2023/24 had now been set, although the final 2022/23 milestone for KPI#6 (*Staff Engagement*) and the 2023/24 milestone for KPI#8 (*Research Power*) had yet to be determined. The milestones enabled easy evaluation of progress and the next step would be to consider how to compare performance against peer benchmarking and the sector.

Governors looked forward to seeing the dashboard information. Whilst there was general support for re-calibrating the annual milestones of the KPIs to reflect changes in the external environment, Governors cautioned against changing targets too often and flagged the importance of ensuring they were meaningful. The Vice-Chancellor reported that all adjustments to KPIs would be discussed by the Strategy Programme Board prior to submission to the Governing Body.



3. STRATEGIC PLAN GOVERNANCE: Professor Jane Harrington, Vice-Chancellor and Mike Farmer, Strategy Programme Manager

The Vice-Chancellor reported that strategy programme governance was embedded in the revised academic and executive governance structures. The Strategy Programme Board had oversight of all strategic work and initiatives and reported to the Vice-Chancellor's Group. The Strategy Programme Office, headed by Mike Farmer, the Strategy Programme Manager, would provide expertise and manage resources.

The Vice-Chancellor thanked Governors for their engagement in the development of the strategic plan and its sub and enabling strategies and outlined current thinking on future oversight and engagement. Progress would be reported regularly via dashboards and there would be the opportunity for deep dives into specific areas. A Governors and Executive Strategic Project Group had been established to enable scrutiny of major estates and digital business cases prior to approval by the Finance Committee. Linking Governors to support the strategic leads of specific areas was under consideration.

In considering the proposals for Governor engagement, the Chair emphasised the importance of avoiding unnecessary complexity and duplication of reporting and for there to be clarity on what should be reported to the separate Governing Body committees.

The University Secretary reported that there was alignment between the academic and executive structures. The six sub and enabling strategies would flow through their boards to the Strategy Programme Board which would determine which issues required escalation for discussion or resolution by Governors. After some discussion, the following reporting points into the Governing Body's committees were proposed:

- Estates and Digital Enabling Strategies (ie large scale estates and IT business cases and financial approvals) to the Finance Committee;
- People Enabling Strategy and EDI to the NSG Committee;
- Strategic and major project risks to the Audit & Risk Committee as part of its assurance role;
- Partnerships, Research & Knowledge Exchange and Student Success Sub-Strategies (subject to approval of investment costs by the Finance Committee) to the Governing Body.

The Governing Body agreed that the proposed governance framework for strategic work was a sensible proposition. In response to questioning on the Governing Body's consideration of strategic risks, it was reported that the Strategic Risk Register (SRR) sat at the top of the risk hierarchy with the high-level risks on programmes and projects managed through the programme management structure. The Strategy Programme Board reported directly to VCG and risks would be escalated, via the regular review of the SRR, to the Audit & Risk Committee and then to the Governing Body. It was suggested that the process for managing and escalating strategy programme risks should be tested once it was fully embedded in order to ensure that it worked appropriately, e.g. by using the internal auditors to review the process.

STUDENT SUCCESS

4. *STUDENT SUCCESS PROGRESS AND PROJECTS: Professor Jane Roscoe, Deputy Vice-Chancellor and Professor Jenny Marie, Head of Academic & Learning Enhancement*

The Deputy Vice-Chancellor provided an update on the workstreams relating to the achievement of Student Success sub-strategy. To ensure that the foundations were in place to enable the work, the University had undertaken a Faculty transformation project and invested in senior leadership teams, including introducing dedicated roles focussed on Student Success. The governance around Student Success had been strengthened and a Student Success Board had been created with sub-committees on employability, learning, quality and regulations, programmes and partnerships and widening participation.

The Deputy Vice-Chancellor reported that the work was already yielding benefits. For example, the investment in infrastructure, via the Digital Strategy, with the creation of Hyflex classrooms and platforms such as the Student Lifecycle Management system, would improve access and enhance student support. She briefed Governors on the following strands of work:

- Business as usual activities including the Task Force approach to improving NSS scores and preparation for the Teaching Excellent Framework (TEF). A first draft of the

institutional TEF submission was being prepared. Evidence gathering was underway and the University was working closely with the GSU. The submission was due on 24 January 2023.

- The Postgraduate Taught Experience Survey was driving Faculty action plans and was used to flag areas requiring improvement in postgraduate student experience.
- Reporting for the new continuation measure which had been introduced by the OfS and set numerical expectations on student outcomes. The surveys around Student Success and student experience were critical to this measure.
- The Academic Workload Planning project had overseen the development and implementation of a new tool for collecting workload planning data and was part of the bigger picture of ensuring that Greenwich delivered a high-quality offering to students.
- The scoping for a review of the curriculum to shape a curriculum relevant to the needs of society and explore different pathways such as apprenticeships. A workshop was planned on 1 November 2022 to start looking at the portfolio of modules.
- The online distance learning project aimed to identify partners to increase the University's delivery via online learning.
- Phase 1 of the Student Lifecycle Management project to provide a sophisticated platform for handling student enquiries. The system would improve the effectiveness and efficiency of dealing with the myriad of issues faced by students.
- Implementation of the Continuous Improvement Tool which provided a snapshot of the performance of academic programmes. This assisted Programme Leaders in enhancing their programmes' performance. The Tool also allowed the sharing of good practice and celebration of success to facilitate cultural change.

The Governing Body thanked officers for an interesting presentation and noted the need for continuous improvement. There was evidence that a culture shift was underway and Governors recognised that staff needed to be equipped to enable it to happen. The Governing Body would continue to take an interest in the areas of challenge, such as the BAME Awarding Gap, continuation and retention and employability.

5. <i>DEVONPORT HOUSE: Professor Jane Harrington, Vice-Chancellor, Pete Taylor, Chief Operating Officer and Adele Brooks, Head of Capital Projects, EFD</i>
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The presentation was followed by a tour of Devonport House for Governors led by the Chief Operating Officer, the Head of Capital Projects and the Devonport House Project Manager.

The meeting ended at 4:30 pm.

T A Brighton / Peter Garrod
15 November 2022

2022/23 Priorities for Sub-Strategies and Enabling Strategies

Student Success Sub-Strategy:

- TEF submission project-managed
- Continuous Improvement Tool developed and rolled out
- Scoping, planning a resourcing 'Curriculum shape', prioritising Module review
- Phase 1 development of the Student Lifecycle Management processes and system
- Students as Partner to Peers (co-creation of courses)
- Progress Apprenticeship Strategy
- Academic Workload Planning Tool (key enabler)

Partnerships Sub-Strategy:

- Set up Partnership Hub Team to create a single front door
- Develop our 'offer' to new partners
- Implement new process for approving and onboarding new partners

Research and Knowledge Exchange (R&KE) Sub-Strategy:

- R&KE Structure (New Centres and Institutes agreed and progressed)
- Staff Development (Early Career Academic Scheme)
- Business-like Approach (Investment in our staff and IT systems to improve professionalism in the research space)
- PGR Development (VC Scholarships/Doctoral College)
- Pedagogical Research Initiative
- R&KE Decolonisation

People and EDI Enabling Strategy:

- Establish Leadership Competency Framework
- Leadership and line manager training in mentoring and coaching skills
- Development of integrated training, mentoring and coaching programme for leaders and line managers
- New training portfolio for line managers to reflect evolving skills needs
- Investment in aspiring leaders via annual tranches of the Changemakers programme

Digital Enabling Strategy:

- Progression of the Student Lifecycle Management system
- Rolling deployment of the Learning Environment refresh programme
- Development of Digital Asset Management capabilities (digital estate & equipment)
- HESA Data Futures
- LinkedIn Learning to support Digital Skills
- Business Case development for new integrated application management system and investment in digital infrastructure to future proof capacity and capabilities

Estates Enabling Strategy:

- Project Boards established and scoping work underway for major investments at:
- Devonport House (new Business School)
- Medway (Engineering and Research and Enterprise facility)
- Medway Gym (creation of additional teaching space and possible options)