



UNIVERSITY OF
GREENWICH

This is our time

University of Greenwich
Strategy 2030



Introduction



As we embark on the next phase of developing our strategic plan, we take enormous pride in our 130-year heritage within the higher education sector. This heritage is one of high standards of teaching, learning and research that reflect the needs of our local, regional, national and global communities, and this remains just as important and relevant for us today.

As we move towards 2030, we will continue to act as a positive force for change, using our expertise as educators to curate knowledge, create opportunities and change lives for the better – on a local, regional, national and global stage.

Our strategic priorities are focused on transformational shifts in our work across Learning and Teaching, Research, and Knowledge Exchange. We will focus on four cross-cutting priorities: Student Success, Inclusivity and Culture, Impactful Research and Knowledge Exchange, and Connected and Sustainable Campuses.

These priorities come with a commitment to invest in our students, staff, physical infrastructure and technology as key enablers to deliver against the goals that we set for ourselves over the next few years. They will be underpinned by a strong financial foundation and a sustainable future that will help us to navigate challenges as they emerge.

This is our time to establish ourselves as leaders in the fields that matter most to us. We are ambitious and absolutely committed to the future success of the University of Greenwich and our students.



Professor Jane Harrington
Vice-Chancellor,
University of Greenwich



Bronwyn Hill CBE
Chair, University of Greenwich
Governing Body

Our vision and purpose



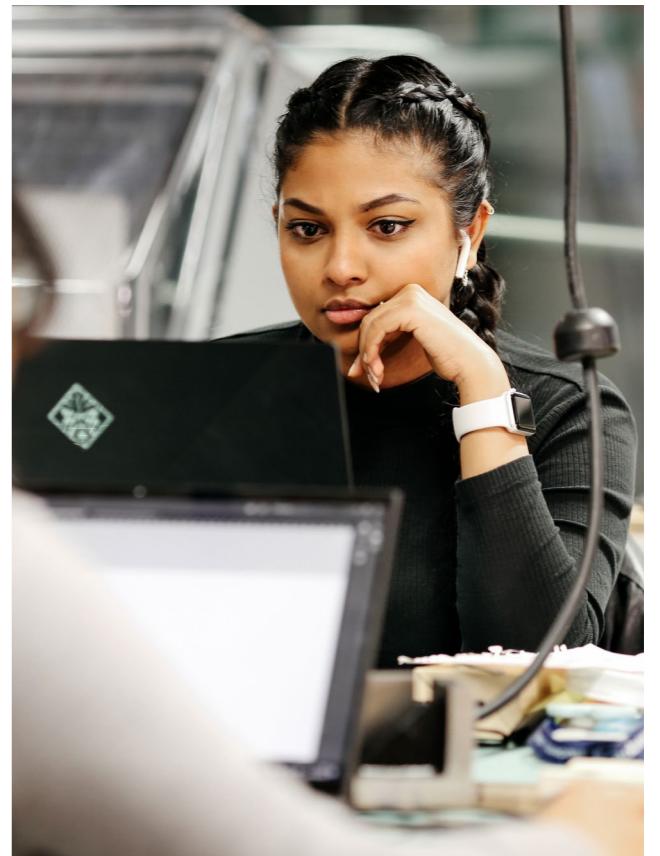
Our Vision for 2030 is to be the best modern university in the UK. We define 'best modern' as being the best in our peer group (for example, the University Alliance): modern universities who lead the way in student experience, impact-driven research and knowledge exchange that makes a difference in the modern world.

Our university is a community of people from many walks of life. We take pride in the diversity of our subject expertise, the lived experiences of our staff, students and alumni, and the diversity of campus experiences that we offer – in London, Kent and via our international partners across the globe.

This diversity is our strength and enables us to say that we are a university that empowers others to make a difference, locally, regionally, nationally and internationally, with equal intensity.

Making a difference is a core purpose for many universities. What makes the University of Greenwich distinctive is that we proactively support our students and staff to achieve their ambitions because of, rather than despite, their backgrounds.

We call this Education Without Boundaries.



For us, Education Without Boundaries means:

 Widening access to higher education for individuals who may otherwise not aspire to experience and benefit from it

 Fighting for improved social mobility and equality, diversity and inclusivity in everything that we do

 Empowering our students to use their lived experience to stand out in their chosen vocation in the workplaces of tomorrow

 Empowering our staff to innovate in a way that makes a difference academically, commercially and socially

 Providing physical and digital campus services that foster a sense of community to build networks, peers, friends and connections that set our students up for life

 Breaking down the boundaries that exist within and between academic disciplines, locations and borders

 Ensuring an equitable focus on local (civic), regional, national and global agendas.





Jez Parker
BA Hons Primary
Education student

“On my course, I’ve had so much support, in terms of my studies, exams, essays I’ve had to write, and even mental health, where Greenwich has been so supportive.”



Principles

During 2021–30, we will align our key areas of Teaching and Student Experience, Research, and Knowledge Exchange by embedding the following principles into how we work. These principles will allow us to be distinctive from other modern universities.



Creating opportunities for individuals and society

We attract, retain and empower our staff and students to act as leaders in advancing equality, diversity and inclusion. We believe that this is key to innovation and results in more opportunities and better outcomes for all;



Building partnerships

We recognise that we cannot go on this journey alone and our future strategy is founded upon working in partnership to make, build and buy innovative solutions that will accelerate our progress across multiple contexts; and



Delivering impact

We will align our priorities and resources to achieve our goals. We will track our progress against agreed milestones and indicators.



Values

Our shared values help us to articulate and demonstrate to our community what we value. They guide us to adopt and embrace the behaviours that will help us to achieve our strategic plan and distinguish us from others. Our values also set clear expectations for our whole university community about the behaviours that inform how we work and are recognised.

Our refreshed values are:

Inclusive



Always inclusive and empowering – being fair, supportive, aware, compassionate, polite, respectful, and determined, and ensuring all people are supported and celebrated.

Collaborative



Embracing collaboration – working together, being open-minded, listening, being adaptable, free-thinking and enterprising, and seeking out new ideas together.

Impactful



Evidence led and outcomes focused – making a difference, demonstrating our contribution to knowledge and society, achieving goals for ourselves, the university community and the wider world.



Mete Coban MBE

*Politician
CEO My life my say*

BA Hons Politics 2014

“The best thing about the University of Greenwich is the relationship with lecturers and the support they give. It was 100% important to my development. I didn’t just get an education, I found clarity of purpose.”



Strategic priorities

Following extensive engagement with our students, staff and partners, the following strategic priorities will help us to achieve our goals for growth and to reach our Top 30 status by 2030:

-  **Student Success**
-  **Inclusivity and Culture**
-  **Impactful Research and Knowledge Exchange**
-  **Connected and Sustainable Campuses**



Strategic priority 1 Student success

We know that the success of our students is fundamental to our long-term sustainability and ability to achieve our goals for a better society. We are proud of our work in embracing equality, diversity and inclusion to widen access to higher education and our success in achieving many of the objectives in our Access and Participation Plan. By 2030, our students can expect to experience an integrated and personal education that is aligned to their needs before, during and beyond university.

Working in partnership with students, Greenwich Students' Union, our alumni, and transnational education and global and local partners, we will ensure that all students from the University of Greenwich can expect:

A range of programmes and entry routes into our university

To co-create their university experience with us at every level

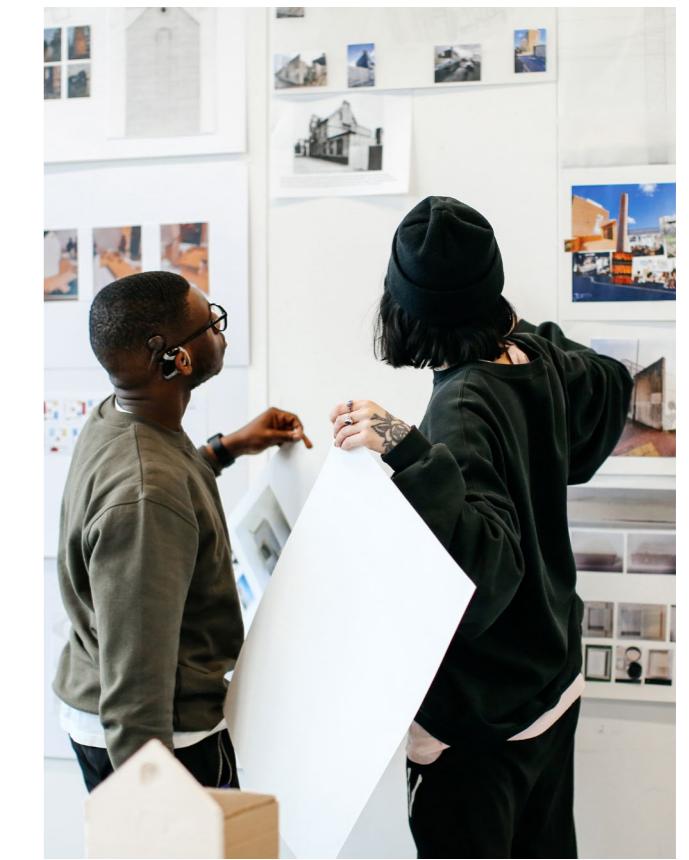
Personalised learning and feedback

To work on solving social and global challenges during their studies

To be life-ready, not simply 'work-ready', by benefiting from additional skills support such as empathetic leadership, complex problem-solving, critical thinking and digital skills, as well as soft skills such as creativity and resilience

Opportunities to build their confidence and experience as active members of the student community by taking part in sports and societies, as well as voluntary and paid work experiences

Meaningful support that maximises their graduate employment potential.



Together, we will achieve this by: Inclusive recruitment

- Evolving our curriculum to ensure that it is up to date and in line with employer needs.
- Diversifying the pathways into higher education to reflect changing demands for educational experiences, including additional interdisciplinary curriculum developments.
- Developing new demand-sensitive courses, including apprenticeships, part-time provision, micro credentials,

continuing professional development and flexible routes for individuals to achieve their personal goals.

- Extending the appeal of our courses to a growing number of international students, including English language and summer school initiatives.
- Establishing clear pathways to progress from undergraduate to postgraduate taught and research programmes.

Enhanced student experience and support (for UK and overseas-based students)

- Ensuring that all teaching is personalised, inclusive and provides immersive learning experiences enabled by technology, including a blended learning offer.
- Delivering outstanding teaching, learning and graduate outcomes that are Teaching Excellence Framework (TEF) Gold (or equivalent) standard. This includes innovative practice in transdisciplinary teaching.
- Building co-creation systems into our work with student representatives and Greenwich Students' Union to ensure that our students have a voice at every level of our decision-making and that we act on their feedback.
- Supporting our staff to enhance and develop their capabilities as sector-leading facilitators of learning in their areas of expertise.
- Committing to an inclusive curriculum. This includes but is not limited to a commitment to having no Black, Asian and Minority Ethnic (BAME) awarding gap by 2030 to ensure that all our BAME students are able to achieve parity with their white peers. One key area of focus in achieving this is our commitment to decolonising our curriculum.
- Delivering additional student mental health and wellbeing services so that our students can navigate their higher education journey successfully.
- Offering enhanced, personal, student-centred services so that staff will be able to directly support students to work and lead groups to build their self-confidence and resilience as they learn.





Graduate outcomes

Graduate outcomes continue to play a key role in both attracting students to the university and creating an alumni community who act as our global ambassadors to bring about a better society. We will focus on securing strong graduate outcomes for our students by building deep and meaningful employability into all our programmes of study in the following ways:

- All courses will be professionally recognised, co-designed and co-delivered with industry professionals, including Professional, Statutory and Regulatory Bodies where appropriate.
- All courses will include work experience, enterprise and international learning opportunities as standard.
- All students will be offered formal or informal coaching, alumni mentoring and empathetic leadership and personal impact skills training.
- All students will have access to student groups/co-curricular opportunities linked to their course to build skills and networks.
- Our inspirational workspaces will continue to promote a welcoming, inclusive and creative learning experience. This includes providing extensive library facilities and simulation spaces.

We will know we have achieved our ambitions for Student Success by 2030, if:

- We have delivered on our commitments in the Widening Access and Participation Plan, including the development of new pathways into higher education.
- We raise our current TEF Silver rating to Gold (or equivalent).
- We achieve a 90% average score in student satisfaction and success measures in recognised student surveys, such as the National Student Survey/ Postgraduate Taught Experience Survey/ Postgraduate Research Experience Survey. By 2030, we expect every course to be in the top quartile for its subject area benchmark.
- We have consistently delivered high-quality mentoring (including alumni) support for 90% of our graduating students, every year.
- We are placed in the top quartile for modern universities in the Graduate Outcomes Survey.
- We feature in the top quartile for graduate salaries.
- We can demonstrate that our curriculum has been decolonised.
- We have no BAME awarding gap.



Uru Eke

Actress

*Founder of the Chime
for Art Foundation*

*BSc Hons Business
Information Technology
2006*

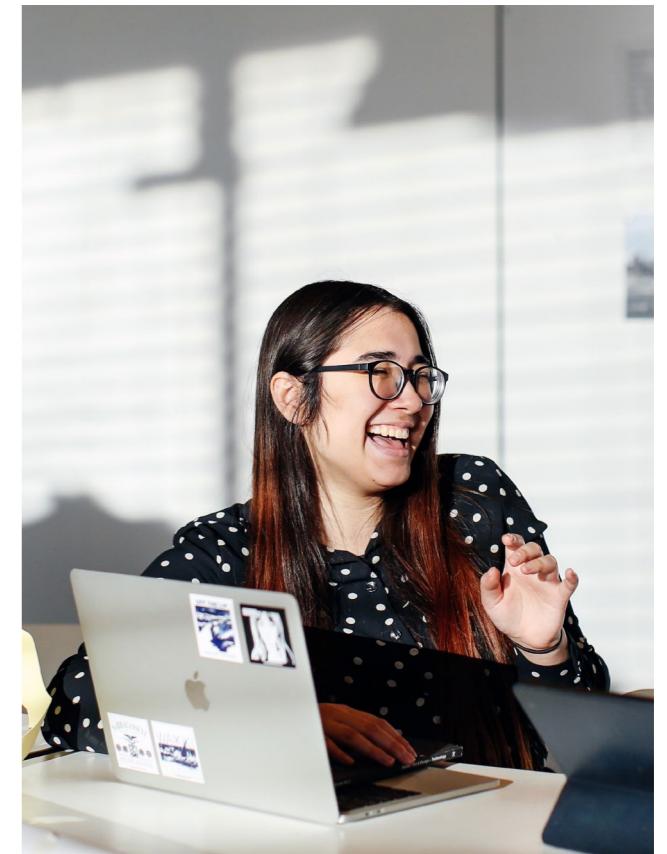
“I believe that my degree from Greenwich gave me the business acumen and confidence to run my organisation, and for that I’m very happy.”



Strategic priority 2 Inclusivity and culture

Supporting and developing our staff is crucial to the future success of the university. Our values, culture and behaviours outline the things that matter to us as a community. We will increase our support for and investment in our people to help us to achieve our goals for ourselves, our students and our communities.

We expect to build on our recent (coronavirus-accelerated) culture shift towards additional flexible working patterns and technological developments as we respond to the changing expectations of when, where and how we work. Our people and organisational development



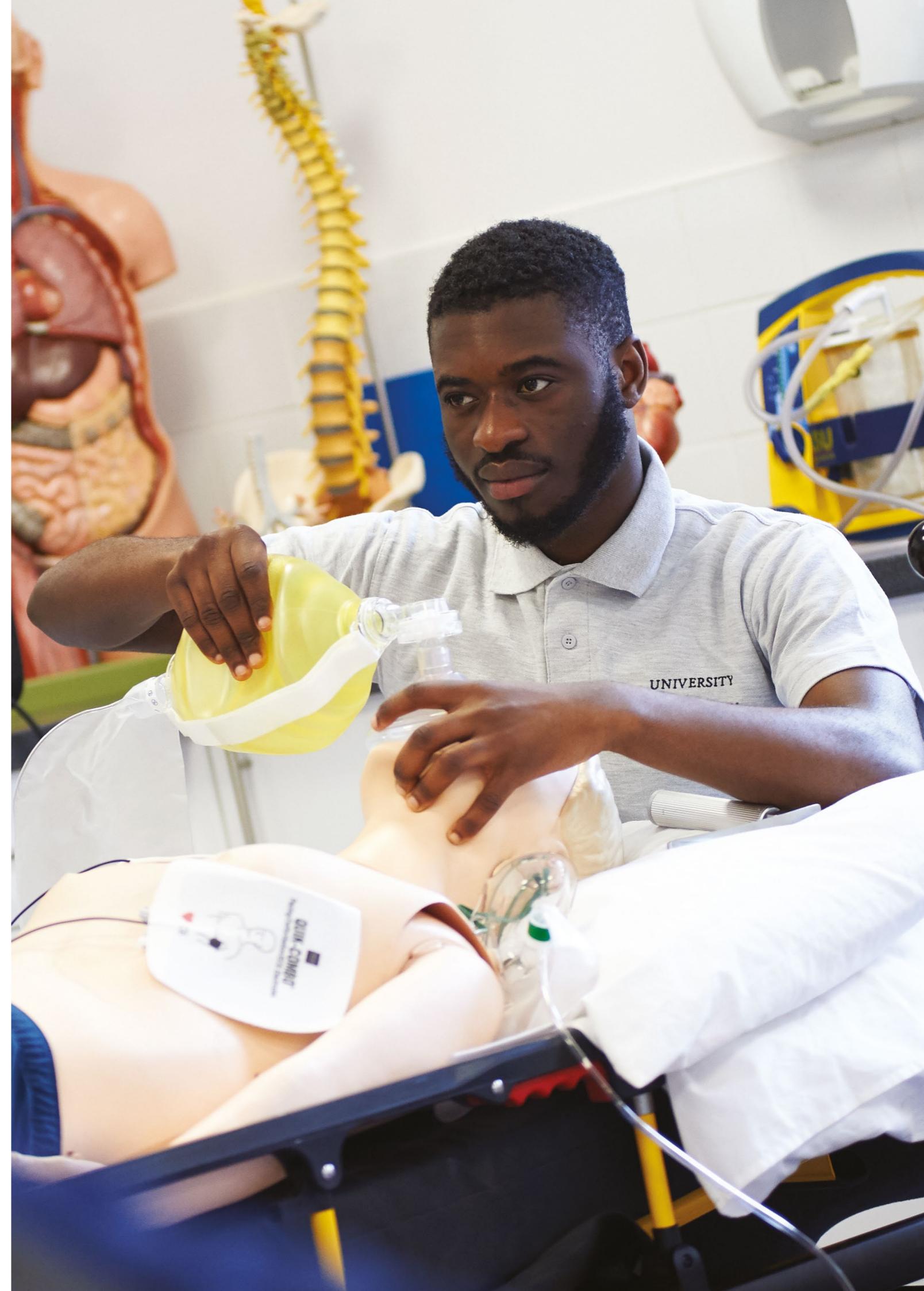
work will impact across staff recruitment, development, reward, leadership and culture, and will be reflected in the design of our structures, systems and processes.

We celebrate the diversity of our staff and students. Our inclusive culture fosters an environment of freedom of expression and a place for staff and students to feel safe, accepted and recognised for who they are without fear of exclusion.

Moving forward, we recognise that we will need to enhance our work on equality, diversity and inclusion to ensure that we are truly inclusive in everything we do.

Working in partnership with external experts, staff working groups and partners, staff colleagues at the University of Greenwich can expect:

- A culture where everyone feels valued and opportunities are equal, where we acknowledge societal norms and biases and use that as a vehicle for change.
- Opportunities for academic, research and professional services colleagues in the UK and overseas to work across teams, fostering a strong feeling of belonging to the university community.
- Equality, diversity and inclusion to be embedded throughout all of our structures, processes and behaviours, focusing in particular on equality of opportunity in staff recruitment and pay.
- All students and staff to understand and champion diversity and feel a sense of pride in the University of Greenwich.
- Opportunities and initiatives that encourage conversations about faith and culture.
- All staff colleagues to be offered a clear career path towards leadership roles.
- Our university to be a place that promotes mental health and wellbeing, enabling all students and all staff to thrive and succeed.





Together, we will achieve this by:

- Implementing an enhanced staff development framework that includes appraisal, a workload planning tool (for academic staff), career pathways and continuing professional development.
- Supporting academic staff with enhanced development across teaching and learning, research and knowledge exchange.
- Supporting our professional services staff to achieve best-in-sector expertise in their specialist fields.
- Creating additional staff development programmes to enhance intercultural competence, management and leadership.
- Establishing a National Hub for Health and Wellbeing at our Avery Hill Campus.
- Enhancing our 'Make things simpler' programme by accelerating the One University project, focusing on problem-solving and sharing best practice.

We will know we have achieved our ambitions for inclusivity and culture by 2030, if:

- 90% of staff have a clear personal development plan which is enabled by the university's staff development framework.
- We have implemented a 'whole university' approach to mental health and wellbeing and have created a Mental Health Toolkit with Universities UK (working on and complementing the work of Mentally Healthy Universities and Student Minds' University Mental Health Charter).
- We are recognised by Athena Swan, Stonewall, the Race Equality Charter, the Technician Commitment and the University Mental Health Charter.
- There is no gender pay gap.
- At least 90% of staff say that they are proud to work at Greenwich (as measured in the annual staff survey).



Shabina Begum
Assistant Solicitor
Dawson Cornwell

LLB Hons Law 2008

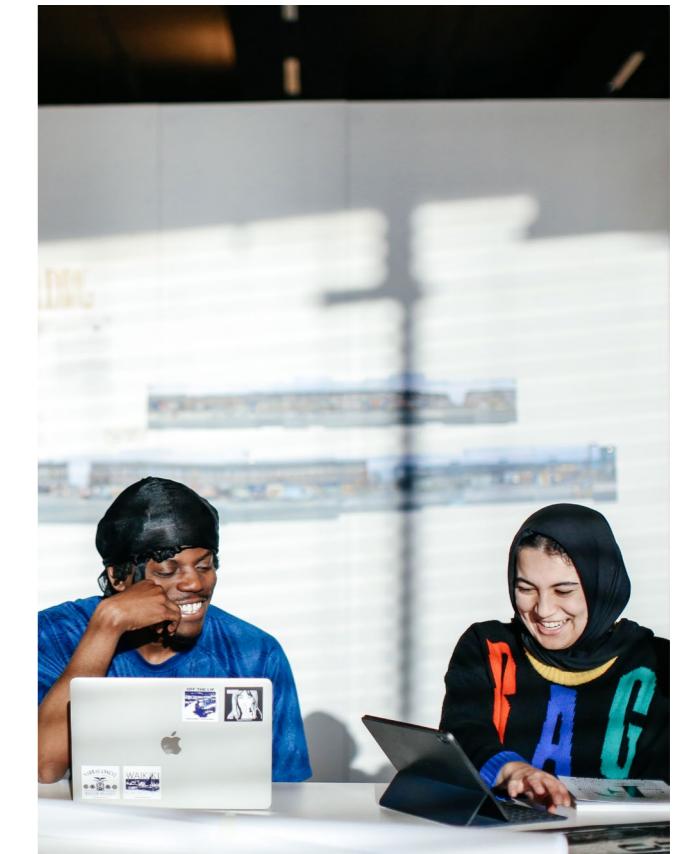
“As a student at the University of Greenwich I was always encouraged to think outside the box and take practical steps to enhance my career and skills. This opened up many opportunities after I graduated and formed the key foundation of my legal career.”

Strategic priority 3 Impactful research and knowledge exchange



In order to drive the long-term success and reputation of our university, we will develop and apply our knowledge capability and academic and professional expertise to seek growing influence by achieving social and academic impact, assisting economic growth and ensuring environmental sustainability. We recognise that the innovative, creative, enterprising and entrepreneurial qualities of our staff, students and partners are essential to achieving such success.

We expect to continue to respond to local, regional, national and international agendas that drive economic strategy and growth, and to adapt to the needs of our funding bodies and partners to achieve this.



We will focus on and invest in strong partnerships in areas that contribute to our aspirations for delivering social and academic impact, as reflected in the Research Excellence Framework (REF) and Knowledge Exchange Framework (KEF), as well as in wider governmental directives. Working with international research institutes and funders, we expect to build on our work to deliver globally excellent, impact-driven research aligned to the UN sustainable development goals.



Working collaboratively, our staff, students and partners can expect:

- A thriving, diverse and innovative research community coordinated through our institutes and centres.
- Recognised, impactful and sector-applied knowledge on a global scale.
- Meaningful and strategic partnerships at local, regional, national and international level, working on the global issues of today and tomorrow.
- A culture where engagement in knowledge exchange and external partnerships is considered a core activity and is celebrated.
- New partnerships where staff, students and organisations create new business ideas, start-up companies and inventions.

Together, we will achieve this by: Impactful research

- Playing a major part in national collaborations; engaging with government departments and building relationships with commercial organisations to develop strategic partnerships for each sector of the economy that is aligned to our areas of expertise.
- Allying with like-minded international institutions to capitalise on shared expertise to address global challenges.
- Extending our research capability to embed more knowledge creation into the classroom through research-informed teaching.
- Providing progression routes for postgraduate and PhD-level study.





Knowledge exchange

- *Creating an institution-wide ecosystem that enables high levels of knowledge exchange activity.*
- *Working with our local authorities, local businesses and local community partnerships to deliver impact-led programmes.*
- *Establishing a side-by-side approach with partners, utilising our people and physical resources to facilitate knowledge exchange, knowledge transfer partnerships (KTPs), continuing professional development (CPD) and skills hubs.*
- *Providing students with enterprise and entrepreneurial skills and opportunities through training, mentoring and the necessary infrastructure to support their initiatives.*

We will know we have achieved our ambitions for Impactful Research and Knowledge Exchange by 2030, if:

- *Revenue from our knowledge generation and exchange activity (including Quality-Related and HE Innovation Funding, blue skies research, applied research, enterprise, consultancy, and CPD) constitutes 20% of the university's overall revenue*
- *A significant majority of the academic staff base are engaged in an external partnership or activity.*
- *We are the best modern university for REF outcomes.*
- *We have a vibrant and sustainable postgraduate research activity funded through prestigious external sources such as UKRI Doctoral Training Centres or EU-Marie Skłodowska-Curie partnerships.*
- *We are at the top of our peer group in our KEF assessment rankings (or equivalent).*
- *Income from knowledge exchange at least matches revenues from research.*



Jayesh Kumar Khatri

*Self-Employed,
Anil Textiles*

*MBA International
Business, 2018*

“The experience was amazing, I can’t express or thank the university enough for what it’s done for me. It has given me lots of memories, friends from every corner of the world and the most important thing was that it showed us what independent life is without parents!”



Strategic priority 4 Connected and sustainable campuses

We are rightly proud of our multi-campus footprint across south-east London and Kent and our ability to amplify our impact as well as learn from our strong network of overseas partners. This university-wide approach, focused on the consistent application of the highest standards and a common approach across all campuses, will continue to be important for all our academic faculties.

Moving forward, we will also focus on our local and regional communities more directly as we position ourselves as key contributors to our local and regional economies. We recognise our role as a catalyst in creating 'place-based' strategies that achieve economic growth and success through partnerships and skills. We will also play an important part in supporting local agendas that have a global impact, for example in climate change.

In recognition of this, we will create distinct identities for each of our campuses that are reflective of their local communities while still belonging to the overarching University of Greenwich family. We will provide suitable spaces/access for each campus community based on population needs; for example, commuters, international students and students who live in our accommodation.

Our student support services, libraries, catering and Students' Union services will have a presence on each campus to provide opportunities for students to come together and connect to each campus.

Investments in our physical infrastructure will continue as we grow our student numbers. This includes retaining some of the unintended consequences of moving

our university online during the coronavirus pandemic and taking advantage of digital innovations such as simulation and virtual reality activity, which we expect to change our demands on our physical spaces.

Supporting and acting responsibly on the green issues of today and tomorrow is also crucial to the future success of the university. We take our sustainable development responsibilities very seriously and we are focused on working in partnership with others to collaborate on climate change and the green agenda. We will work to embed sustainability in student experience, university operations and our financial strategy.

We will offer a digital-first approach to our work, taking account of how technology and environmental sustainability will shift the demand and shape of activities and physical spaces more creatively to deliver the campuses of the future.

We are also committed to the long-term sustainability of the University of Greenwich. Our underlying principle is to deliver financial sustainability in the years ahead while also being agile enough to adapt quickly and effectively during periods of significant change.



Greenwich Campus

At Greenwich Campus, we will build on our existing expertise in English, mathematics, digital and enterprise skills support to develop an Advanced Skills Hub. This will provide additional opportunities to learn skills in artificial intelligence, entrepreneurship, digital literacy, project management, resilience, and critical and creative thinking.

Our faculties, including a Business School that will become globally recognised, will help us to play our part in upskilling and reskilling the regional workforce by developing new study programmes that can be accessed by local individuals,

organisations and businesses. We will also extend the impact of the university's Generator by providing more opportunities for students to nurture their ideas and entrepreneurial capability to support key business sectors and organisations with entrepreneurship activity and internships.

We are committed to continuing to offer a wide range of subjects at Greenwich and will develop new partnerships to ensure that our Greenwich-based courses are future-proofed, for example by working closely with the creative industries sector to continue to evolve our talent pipeline to meet employer need.



Avery Hill Campus

At Avery Hill Campus, we will further enhance our ability to build the future public sector workforce. Working in partnership with professional bodies and local organisations such as NHS providers and the education sector, we will develop our curriculum and offer new pathways into careers in the public sector, such as degree apprenticeships.

We will offer the local workforce the opportunity to enhance their continuing professional development portfolio by providing courses that include clinical skills, simulation work and educational leadership, enabling professionals to upskill and reskill.

Establishing additional KTPs and innovation in research on campus will help us to respond to changing professional needs, enabling us to advance policy and practice across the UK.

We will also establish a Community Centre on campus, offering on-site clinics and delivering a range of health and education services that are connected to local NHS trusts, schools and colleges, including community outreach services.



Medway Campus

At our Medway Campus, we will enhance our existing expertise in global sustainability, science and engineering to provide a range of services for local and regional enterprise that are aligned to the regional economic agenda, UK Industrial Strategy and the UN Sustainable Development Goals.

We will establish an Enterprise and Innovation Centre to coordinate applied research activity and knowledge exchange partnerships to further academic expertise in our areas of strength.

We will also work on projects that directly support the local economic strategy, offering businesses the opportunity to work on incubation projects on campus and alongside our academic and research communities.

Medway Campus will also act as a home for students who wish to innovate, set up companies and commercialise their ideas by creating their own business start-ups or spin-out companies.



Working in partnership, staff, students and partners at our three campuses can expect:

- A digitally enabled and personal student journey.
- Distinctive campuses that connect the needs of our students with partners, communities and businesses, physically and digitally.
- Simulation experiences that re-create the workplace our students aspire to work in.
- A culture that is committed to our climate change responsibilities and the Green Agenda.
- Proactive, responsive and responsible financial management as we grow to achieve our goals.

Together, we will: Innovate using technology

- Invest in digital resources that support student recruitment, learning, retention, progression and attainment.
- Focus on technology as an enabler for learning, including investment in simulation and virtual reality systems.
- Support staff development opportunities to achieve the highest levels of digital literacy.



Connect our campuses to each other and to others

- Reconfigure our campus estates to adapt to the emerging demands of students, staff working styles and the needs of employers and industry.
- Create distinct identities for each campus that align to local and regional needs.
- Invite partners to co-locate with us on campus, working side-by-side with staff and students.
- Commit to a rolling refurbishment programme in buildings that require additional upkeep and investment.





Create a green and sustainable university

- Actively encourage and support sustainable development and principles of sustainable learning and teaching practice in curriculum development and delivery.
- Reduce energy use and explore the possibilities of less carbon-intensive energy sources.
- Address pollution by reducing harmful emissions and discharges by promoting the 'zero waste' principle (rethink, reduce, reuse, recycle) in order to minimise the environmental impact of the use of natural resources and waste disposal.
- Minimise harmful emissions arising from business travel, commuting and deliveries by implementing a university-wide Green Travel Plan.
- Increase the awareness and understanding of sustainable development and its practical application among all staff and students through learning opportunities and training.
- Invest in technology to enable us to make sound financial and environmentally friendly decisions for areas of expenditure and investment or efficiency savings where needed.

We will know if we have achieved our ambitions for Connected and Sustainable Campuses by 2030, if:

- *Each campus is able to demonstrate a positive impact upon the local area or economy as measured by a campus social impact survey.*
- *We have established over 1,000 enterprise projects, community services or KTPs on each campus, aligned to local or sector demand.*
- *Each campus has integrated technology or simulation solutions across 80% of our courses.*
- *Each campus is able to demonstrate its contribution to the university's overarching key performance indicators, contributing actively to the overall strategic plan.*
- *We have reached net zero carbon.*
- *Our published annual accounts reflect ongoing sound financial management and an operating surplus that enables us to continue to invest in our student and staff experience.*



Esther Hayward
BSc Hons Midwifery 2016

"I have thoroughly enjoyed my time at Greenwich and felt so supported, which gave me the confidence to see this journey through the blood, sweat and tears to the glorious end. Thank you Greenwich for an amazing three years!"



Strategy into action

2021 to 2030 is an exciting time for everyone who is connected to the University of Greenwich. There has never been a better time for us to create opportunities for individuals and society and to build meaningful partnerships that achieve lasting impact.

We take pride in our strategy and our vision to truly deliver Education Without Boundaries in multiple contexts. Our plans are ambitious and take us on a journey that not only brings the best of our heritage with us, but also outlines a new road map, principles and values that will deliver transformational change effectively and efficiently, most significantly for our students.

We will align resources with our strategic priorities to deliver our ambitions. Our underlying principle is to deliver financial sustainability in the years ahead while being agile enough to adapt quickly and effectively during periods of significant change.

Faculties and directorates across the university will work collaboratively to ensure that our strategy is embedded in how we work and is implemented through a network of interdisciplinary workstreams that demonstrate and celebrate the key milestones as we progress towards our goals.

By the end of this strategic planning period, we look forward to collectively achieving the outcomes outlined across our four strategic priorities and our desired position as the best modern university in the UK in 2030.

Strategy Overview

Mission	To be the best modern university in the UK by 2030 (A Top 30 University)				
Vision	<h2>Education without boundaries</h2>				
Strategic priorities	<p>Values Inclusive, Collaborative, Impactful</p>				
Priority themes	<p>Principles Creating opportunities Building Partnerships Delivering Impact</p>				
Sub-strategies	<p>CONNECTED AND SUSTAINABLE CAMPUSES</p>				
Enablers	<p>RESEARCH AND KNOWLEDGE EXCHANGE</p>				
Action Plans	<p>ONE UNIVERSITY</p>				
Strategic target	<p>PROFESSIONAL SERVICES</p>				
	<p>TEF Gold (or equiv.)</p>				
	<p>Accredited by all major EDI bodies</p>				
	<p>Top quartile REF and KEF</p>				
	<p>Financial sustainability (EBITDA)</p>				





Ruby Duong
Executive MBA

“The tutors are very helpful. Certainly, when I had any issues with my assignments, it was very easy to organise a meeting with my tutor. They were excellent tutors and excellent facilities.”



greenwich.ac.uk

This document is available in other formats on request

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