

Improving the global standing of research intensive universities – a UK perspective

By Paul Marshall, Executive Director

23.11.2009

Who are the 1994 Group?

Established to promote excellence in research and teaching. To enhance student and staff experience within our universities and to set the agenda for higher education.

- > University of Bath
- > Birkbeck, University of London
- > Durham University
- > University of East Anglia
- > University of Essex
- > University of Exeter
- > Goldsmiths, University of London
- > Institute of Education, University of London
- > Royal Holloway, University of London
- > Lancaster University
- > University of Leicester
- > Loughborough University
- > Queen Mary, University of London
- > University of Reading
- > University of St Andrews
- > School of Oriental and African Studies
- > University of Surrey
- > University of Sussex
- > University of York

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Setting the agenda for HE policy

- > “It seems to me that in equipping the UK for a post-recession global economy, higher education and adult skills will be not just important but **decisive**.”
- > “After students themselves, [businesses] are the key clients of the higher skills system. It has to be shaped by your demand, and that demand has to be expressed clearly, coherently and quickly, both for generic and specialist skills. Business has to get better at communicating its needs, so that the system can respond and our universities are not left to make educated guesses about what business wants.”

- *Lord Mandelson, First Secretary of State,*
- *20th October 2009*

Funding that rewards success

	>HEFCE Grant in 1999	>HEFCE Grant in 2009
>Total Grant	>£3.4 billion	>£8 billion
> Of which goes to teaching	>2.4 billion	>4.8 billion*
>Of which goes to research	>£704 million	>£1.6 billion

*£4,782 million for teaching, including £269 million for teaching enhancement and student success, and £143 million for widening participation

£1,572 million for research

£134 million for business and community engagement

£1,154 million capital funding including £219 million brought forward from later years to help combat the recession.

The Times Good University Guide 1999

<i>Position</i>	<i>Institution</i>
6	SOAS
7	Warwick
10	St Andrews
12	York
14	Lancaster
15	Bath
18	Durham
25	Reading
26	Loughborough
27	Royal Holloway
28	Queen Mary
29	Essex
30	Surrey
31	Leicester
37	East Anglia
38	Sussex
40	Exeter
50	Goldsmiths

The 1994 Group in 2009

- > **10 of the top 18** universities in The Guardian University Guide League Table.
- > **11 of the top 25** universities in The Independent Complete University Guide published in the Independent
- > **9 of the top 200** universities in the world in the THE-QS World University Rankings 2008.
- > **7 of the top 10** UK universities for student satisfaction are 1994 Group Universities (2009 National Student Survey).
- > The Times Good University Guide 2010 league tables published on the 3rd June 2009 put 1994 Group universities **top in six regions of the UK.**

Visionary Leadership

- > Impact on sector?
- > Impact on international community?
- > The Department for Business Innovation and Skills/Universities UK – ‘From Recession to Recovery’ July 2009
- > More productivity, innovation and competition.
- > University of Surrey & the Leadership Academy for Innovation, Leadership and recovery.
 - > Aims to support, coach and mentor regional business leaders
 - > Using its expertise to tutor on recovery groups and action learning sets, business innovative practise and strategic coaching.
- > We are spreading our leadership into the community

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Strategic Planning

- > Lancaster University case study
- > Focus on overseas students at their UK campus
- > Develop 'sophisticated partnerships in the Middle East, South Asia and South East Asia.'
- > 'Sensitive to the needs of home students and the business community in the region, the changing environment for research support, and the important role played by regional F.E. colleges in helping widen access to higher education.'

Strategic Planning Process

- > Planning helps crystallise distinctive qualities
 - > Consultation
 - > Collaboration
 - > Communication

Performance Management

Questions to **ask**:

- > Are our students satisfied?
- > How are our institutions perceived on a national and international scale?
- > Is the amount that we are providing to groundbreaking research demonstrating return for our investment?
- > Is our leadership truly visionary in its approach
- > Are our strategic plans accounting for every facet of our higher education establishments?

Research Excellence

- > Research Assessment Exercise (RAE)
- > In 17 major subject areas 1994 Group universities are the UK leaders achieving **1st place** in their field (THE RAE subject rankings 2008).
- > 57% of the 1994 Group's research is rated 4* **'world-leading'** or 3* **'internationally excellent'** (RAE 2008, HEFCE).
- > 7 of the 1994 Group universities are in the top 20 in the Times RAE 2008 League Tables.
- > Higher Education Funding Council for England (HEFCE)
- > Research Excellence Framework (REF)

Performance Management

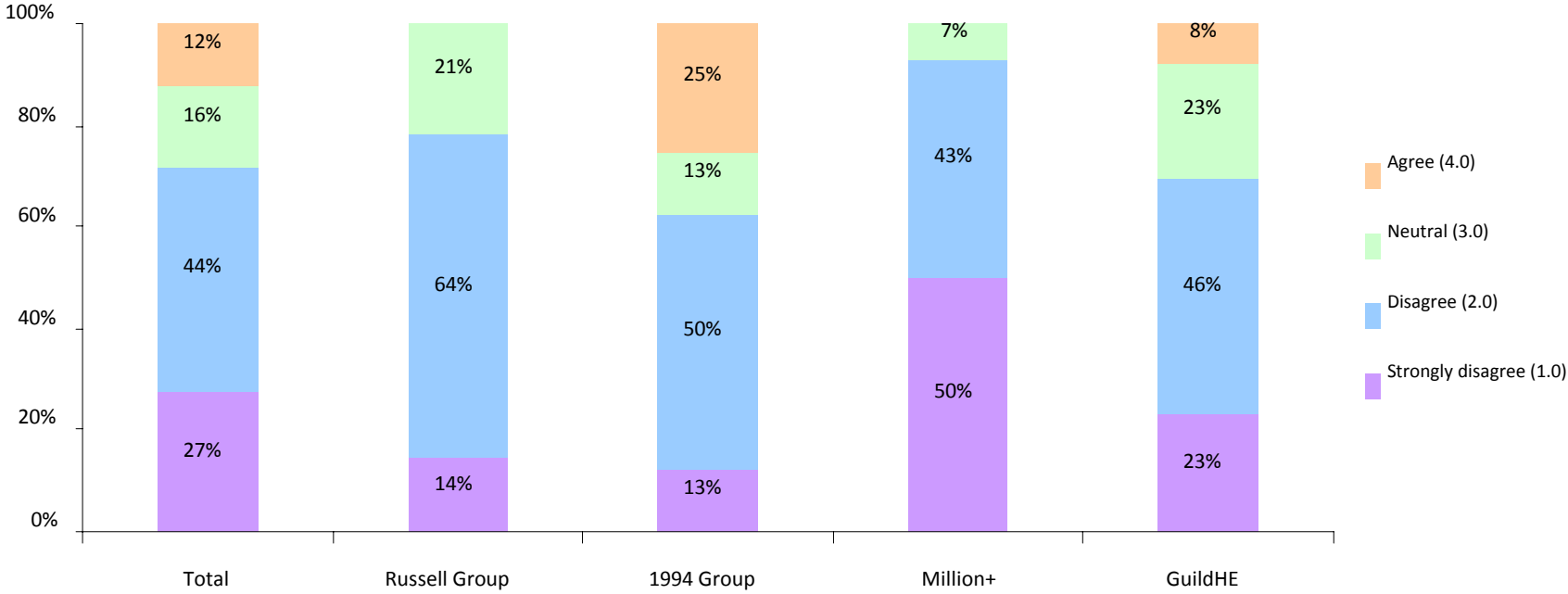
Questions	Question Subject	2008 NSS	2009 NSS
		% satisfied	% satisfied
1-4	The teaching on my course	83	83
5-9	Assessment and feedback	64	65
10-12	Academic support	73	74
13-15	Organisation and management	72	72
16-18	Learning resources	81	80
19-21	Personal development	78	79
22	Overall satisfaction	82	81

Enhancing student and staff experience

- > How can we ensure a good all encompassing university experience?
- > Why is it important to constantly strive to provide the best possible environment for an educational institution?
- > “When I was a student it was not apparent that all my teachers cared about my learning experience – their research progress seemed to be more important than my wellbeing as a student. This is certainly not the way it is in the 1994 Group of universities.”
 - > *Prof. Shirley Pearce, Vice-Chancellor for the University of Loughborough, 7th October 2009*
- > Acknowledge the potential that is within students and staff.
- > Universities should increasingly look to provide innovative and well facilitated learning space to provide an engaging academic experience

Performance Management

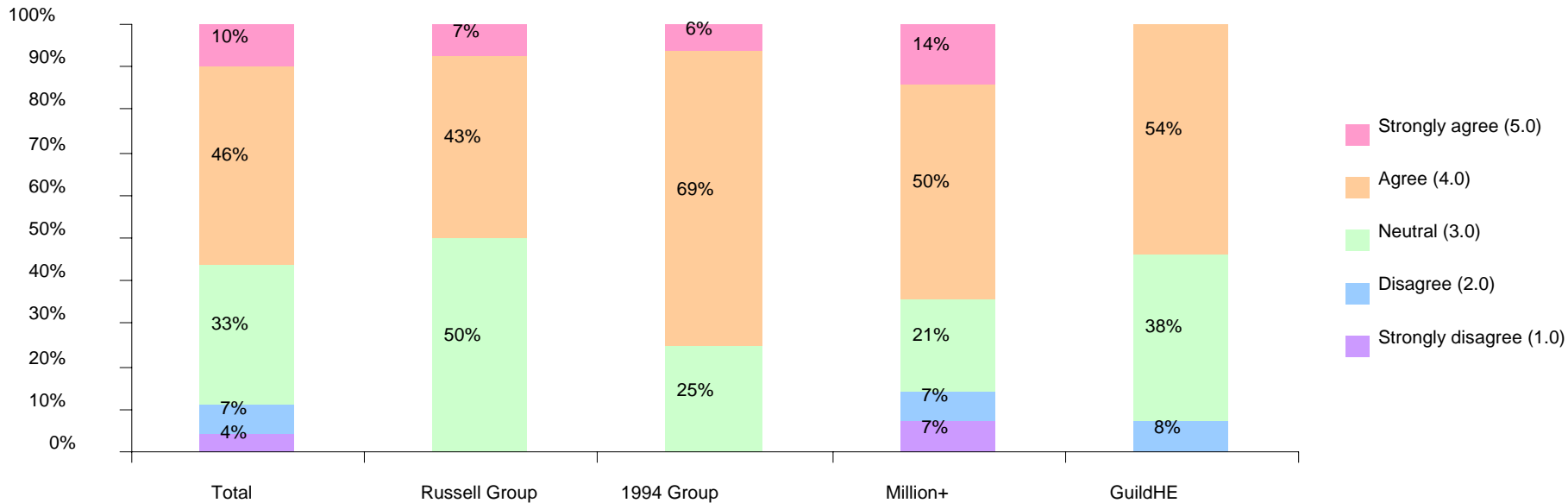
Chart 5: "Rankings provide a valuable means of public accountability for higher education institutions, and help to distinguish the 'good' from the 'bad'"



FR4.1 The Position of 1994 Group Institutions in the Emerging HE Marketplace

Performance Management

Chart 6: Reflecting on the changes you have made, how much do you agree or disagree with the following: The institution would have probably made these changes but the published rankings gave impetus to our actions?



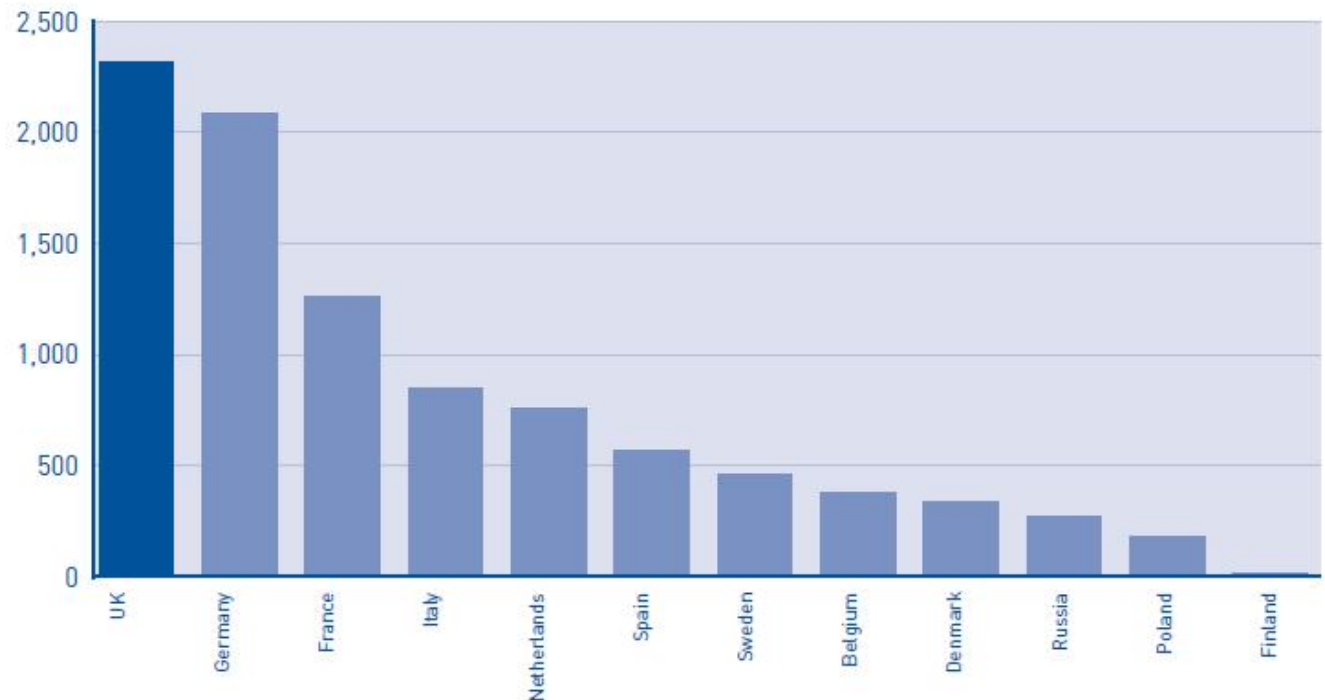
FR4.1 The Position of 1994 Group Institutions in the Emerging HE Marketplace

Research Excellence

Outputs and performance

184 There is an extensive literature concerning research output and performance which could not realistically be replicated or extended here. Chart 25 shows, for selected countries, the number of publications within the top 1 per cent of citations (over the period 2000-2006). The UK is at the top of the spectrum, ahead of Germany and France.

Chart 25
Publications within
the top 1 per cent of
citations, 2000-2006



DIUS: Evidence report

Setting the agenda for HE policy

student experience
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research & enterprise
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strategic planning & resources
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- > Impacts directly on the economic, social, cultural, technological, medical and environmental development of the nation and the wider world.
- > Across a variety of academic disciplines, they call upon knowledge, innovation and expertise from different sections of the university's staff.
- > Close links with industry, government and the public on regional, national and international levels, to deliver the most informed and meaningful research.

Funding that rewards success

In the last 15 years according to the Times Good University Guide:

The University of Exeter has **improved 30** places.

The University of Leicester has **risen 17** places.

The University of St. Andrews has gone **up 12**.

The University of East Anglia has **increased by 11**.

Loughborough University has **increased by 8**.

Lancaster University has **climbed by 5**

... to name a few!

In Summary

- HE leaders must create realistic user-centric development strategies
- Constantly monitored with performance management guidelines.
- Strive to work together for a system that rewards success with funding to demonstrate to all policy makers that the HE sector will prove decisive in the knowledge based economy.
- Essential visionary leadership must take into account the students and staff experience.
- Must guarantee that we are creating a global community of high attaining research intensive universities. **1994 group**>

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