

# **Arts & Sciences Strategy and Actions 2014-16**

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## Introduction

In 2006, King's adopted an ambitious ten-year strategy. By 2011, many of the original goals had been realised and the College refreshed its vision in 'Investing in Strength', stressing the need to be bold where appropriate and to take advantage of the growing demand for the highest quality university experience in the UK and internationally. It also recognised that global higher education was becoming intensely competitive; while traditional methods of research-led teaching are still valued, our funders and students expect to see collaborative, networked forms of investigation and study. They rightly expect the highest quality learning spaces and research equipment, and staff who know how to take full advantage of these resources.

Arts & Sciences at King's College educates almost 12,000 students and has just under 1,000 staff. It comprises Arts & Humanities, Law, Natural & Mathematical Sciences, and Social Science & Public Policy and the new cross-cutting School of Global Affairs. Our departments are based on four campuses: the Strand, Waterloo, Shrivensham and Guy's/Britannia House. Although there are very close links, the Arts & Sciences areas differ from the Health Schools (Dentistry, Life Sciences and Medicine; Nursing, Psychiatry, Psychology and Neuroscience) which are primarily focused on human mental and physical health and well-being, and whose student numbers remain, to a large degree, under UK government control. Connections across the university are crucial for our success and the Arts & Sciences Strategy outlines a number of cross-College objectives that link with the Health Schools initiatives and strategic objectives. But there is a need for a specific strategy for Arts & Sciences where student fees make up over 70% of our income. After two years of experience of admitting students who will take out 9K loans, with the removal of almost all limits on the numbers we can take nationally and internationally, and with the increasing demands of students and our research funders, the Arts & Sciences needs to look at how we can take advantage of these opportunities and meet our aspirations for future success.

We are already a leading UK university that undertakes research and education that makes a real difference to people's lives across the globe. Over the next two years we want to continue to deliver excellence by responding rapidly and effectively to change without diminishing the values that have characterised King's since its foundation in 1829. At the heart of this strategy remains our dedication to public service, to the support of a King's community that goes well beyond our London borders, and to our commitment to being research-led and student-centred. Maintaining links between research and teaching is a challenge but essential to our ethos and Education and Research are the main pillars within our strategy, with Innovation and Internationalisation playing important integral roles. We will know we have succeeded when our students feel they have been partners in their own learning rather than consumers, when they tell us that they have been well-taught and well-looked after, when our alumni are proud of their time they spent with us and want to support us further. We will be successful when our research funders invest their income in our research ideas and when our discoveries are taken up both inside and outside higher education. All of this is dependent on the sound management and deployment of our resources, and the continued development and support of our staff and students at all levels.

This strategy and set of actions is designed to ensure we continue to sustain and grow the quality of our student experience, research and innovation over final two years of King's ten-year strategy. This means looking at the basics: systems, processes and incentives to promote day-to-day delivery as well as exploring riskier, more radical proposals. Many strategies focus on what is easily agreed, so-called 'motherhood and apple pie' issues – our approach assumes that these will be achieved if we can get the right combination of essential actions and radical ideas.

**Our strategic objectives for 2014-2016 have the following five themes; our strategic ambitions can be described as a balanced pentagram where each area supports the other:**

### **Education**

1. Put students at the heart of Arts & Sciences so that we are research-led and student-centred
2. Define our education proposition e.g. research-led, embedded in London with global perspective
3. Agree the desired size and shape of our student community and our teaching portfolio
4. Create inspiring spaces for learning and socialising

### **Research**

1. Ensure our students gain the benefits of belonging to a research-led organisation
2. Ensure King's research is distinctive and makes a difference to its internal and external communities
3. Focus on quality both in terms of inputs (high-value research grant income) and outputs (publications and other forms of scholarship)
4. Create effective research partnerships, at home and abroad

### **Innovation**

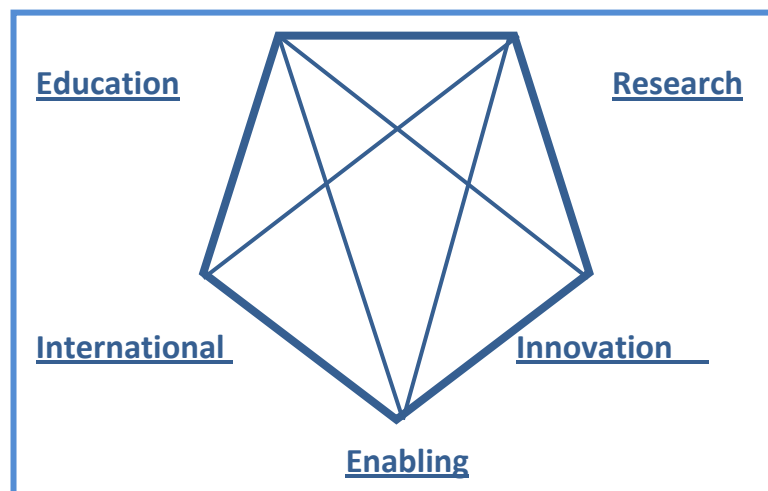
1. Build on our reputation for public service innovation
2. Bring businesses and entrepreneurship into King's and take King's out to the commercial world and into our local community
3. Establish an Arts & Sciences innovation hub for students

### **International**

1. Review our existing international links and partnerships to ensure they are effectively promoted and reflect the breadth of relationships across Arts & Sciences
2. Focus on developing the quality of our international student exchange opportunities and research relationships
3. Create an integrated network to support our international activities in Arts & Sciences

### **Enabling**

1. Base our culture on equality, diversity, service to society and a sense of community
2. Create a fair, transparent and robust approach to pay and performance
3. Increase our focus on academic planning and financial accountability
4. Deliver the annual surpluses required to support our capital projects, aligning our space strategy with our academic strategy



<b><u>1. EDUCATION</u></b> .....	<b>5</b>
1.1. CHALLENGES AND OPPORTUNITIES .....	5
1.2. RESPONSES TO THE CHALLENGES AND OPPORTUNITIES .....	6
<b><u>2. RESEARCH</u></b> .....	<b>8</b>
2.1. CHALLENGES AND OPPORTUNITIES .....	8
2.2. RESPONSES TO THE CHALLENGES AND OPPORTUNITIES .....	8
<b><u>3. INNOVATION</u></b> .....	<b>11</b>
3.1. CHALLENGES AND OPPORTUNITIES .....	11
3.2. RESPONSES TO THE CHALLENGES AND OPPORTUNITIES .....	11
<b><u>4. INTERNATIONAL</u></b> .....	<b>13</b>
4.1. CHALLENGES AND OPPORTUNITIES .....	13
4.2. RESPONSES TO THE CHALLENGES AND OPPORTUNITIES.....	13
<b><u>5. ENABLING</u></b> .....	<b>16</b>
5.1. CHALLENGES AND OPPORTUNITIES .....	16
5.2. RESPONSES TO THE CHALLENGES AND OPPORTUNITIES .....	17
<b><u>6. APPENDIX</u></b> .....	<b>19</b>

# 1. Education

## 1.1. Challenges and opportunities

**Teaching has been at the heart of the College for over 175 years and is central to our ethos.** Teaching and tuition fee and related income accounts for 73% of the Arts & Sciences income. This is set alongside the importance of our national and international reputation and the needs to support and meet increased expectations in a more aggressively competitive environment, without reducing to a consumer type perception of education delivery. UK League Tables are mainly based on the perceived quality of our education rather than our research and so our reputation with prospective students and related opinion-formers is increasingly reliant on education.

**The Home/EU undergraduate market for the best students is now very competitive.** Other Russell Group universities are, for example, making more offers per place, making unconditional offers to increase offer:enrolment conversion rates, offering merit scholarships and entering clearing. We can expect more aggressive behaviour in the future. Whilst we have recruited successfully in the past two years, there have been variations. For most subjects, we are selective because our high entry requirements limit the pool of applicants, not because we have a strong ratio of high quality applicants per place. We are making offers to a high proportion of our applicants (e.g. 90% in Arts & Humanities). There is a group of undergraduate programmes that have recently struggled to recruit and where the pipeline of future students is shrinking. There are some excellent individuals, teams and departments, but there are pockets that fall substantially below our ambitions. Student comments suggest that our delivery of teaching and assessment, pastoral support and administration can be problematic and fails to deliver a consistently high quality student experience. Finally, our tuition fees increases may begin to fall behind inflation. UG Home/EU tuition fees are not likely to increase for several years, and each year that it is held at £9k it is reducing by £200-400 in real terms.

**Around 30% of our income comes from Postgraduate Taught tuition fees.** It is unclear what the impact of £9k fees will be on the Home/EU PGT market from 2015/16 onwards, but any reduction in enrolments will have a very serious impact on our income. Although our PGT fees have increased ahead of inflation, this is likely to stabilise, and because PGT is only a single year course, any income drop could leave us with a very serious in-year financial challenge. We have a thriving 3,500 strong PGT community, which is equally valuable to our educational portfolio and development of high calibre employees and researchers of the future.

**Our campuses, especially the Strand, do not always feel like welcoming places where students and staff want to spend time studying, socialising and facilitating casual academic interactions.** With 75% of our students living outside of halls of residence, living in London can be a lonely experience. We do not offer the social and study space needed to create a strong campus atmosphere.

## 1.2. Responses to the challenges and opportunities

We have identified the following four strategic objectives relating to Education:

1. **Put students at the heart of Arts & Sciences so that we are research-led and student-centred:** This means, for example, ensuring that all academic staff teach, that they teach first and second year undergraduates, and that their teaching is excellent. It also means better and consistent support from personal tutors and better timetables and timetabling information for students.
2. **Define our education proposition e.g. research-led, embedded in London with global perspective:** This means defining what we mean by research-led teaching, how London is embedded in our teaching, how we promote global perspectives and international study in our education, and how we use technology to support learning; it means articulating our vision for how we teach at King's and what this gives our students.
3. **Agree the desired size and shape of our student community and our teaching portfolio:** This means assessing whether further growth is desirable or feasible, addressing current and future weakness and gaps in our portfolio of programmes, looking at the balance of UG/PGT/PGR numbers, and reviewing our positioning in terms of, for example, entry tariffs, scholarships and offer-making strategy. Do we need a smaller, but better supported cohort of PGR students and a growing number of home and international u/g students?
4. **Create inspiring spaces for learning and socialising:** This means ensuring the plans to redevelop the Strand Campus, and improvements to our other campuses, are delivered and that we continue to develop social and work/study spaces that enable departments and Schools to create communities of students and staff.

To meet these aspirations we have agreed a series of actions over the next 24 months. **To ensure focus we have identified tasks that are already underway or will be completed by start of the academic year 2014-15 in bold.**

By 2016, the Arts and Sciences Strategy for Education aims to:

1. **Put students at the heart of Arts & Sciences so that we are research-led and student-centred**
2. **Define our education proposition e.g. research-led, embedded in London with global perspective**
3. **Agree the desired size and shape of our student community and our teaching portfolio**
4. **Create inspiring spaces for learning and socialising**

To achieve these strategic objectives we will:

- **Agree the optimum balance and size of our UG/PGT/PGR cohorts (B)**
- Review how we admit, teach and assess large cohorts effectively (B)
- Make the link between our research and our teaching portfolio more tangible (B)
- Ensure PGR students delivering teaching are equipped with the necessary skills and support to ensure consistent high quality experience for students (B)
- **Ensure an equitable and efficient distribution of teaching workloads (B)**
- **Undertake a full portfolio review across all Schools (B)**
- **Harmonise the academic calendar (B)**
- Create suitably flexible spaces for small group teaching and for student learning (B)
- **Ensure all academic staff teach and teach at all module levels (B)**
- Embed greater flexibility around the teaching timetable (B)
- Implement personalised timetables for PGT students (B)
- Create more informal opportunities for staff to share their ideas and teaching innovation (B)
- Articulate a clear culture/philosophy of how we teach and what this gives students (E)
- Embed London as our field of study/teaching and our field of civic service, as well as our location (E)
- Enable students to take at least one module per year outside their home department where accreditation permits (E)
- Enable language learning opportunities open to all (for credit and non-credit) (E)
- Embed the University Senior Tutor and departmental Senior Tutors, and ensure all students have high quality personal tutorial support (E)
- Improve PGR space (work and social) and establish social space for UG and PGT students (E)
- Enable opportunities to study abroad for credit and non-credit are available to all (E)
- Deliver at least one module per department through technology enhanced learning (E)
- Continue to develop and promote a vibrant co-curricular offer open to all (E)
- Create new cross-school, cross-disciplinary programmes that are open to all (R)
- Establish ways in which all our undergraduate students have at least one major opportunity to engage with our research during their King's career (R)
- Re-imagine the academic year to create a more flexible learning environment (R)
- Make our Summer School modules open to all (R)

- Establish mechanisms to support student-led enhancement of their own education (R)

*Key: B: Basics, E: Enhancement, R: Radical*

## 2. Research

### 2.1. Challenges and opportunities

**We are heavily reliant on QR funding.** 4\* work is funded at three times 3\*, and outputs graded below 3\* are unfunded; the ratio may widen after REF2014. In future some QR funding may be re-directed via research council grant funding and schemes – areas where we are not uniformly fulfilling our potential. Likewise, we face the challenge of increasing research grant income in an environment of a potentially shrinking funding; and research capital opportunities increasingly reliant on collaboration with private partners and other HEIs. We have a much smaller-scale EPSRC operation than our competitors and we have limited success with NERC, ESRC and BBSRC. Our portfolio is heavily weighted towards ERC, AHRC and MRC funding. The Wellcome Trust and other research funders are moving towards longer, larger grants which bring higher rewards but also lower levels of success.

**Impact of research is likely to be ever more important for funding and prestige.** Relatedly, public engagement will have increasing importance and so we will have to be very distinctive and accessible in our research outputs to compete. When considering the research itself (apart from how it is publicised), one of the best ways to increase impact, accessibility and distinctiveness is perhaps through interdisciplinarity: for example, having utility-driven subjects (e.g. computer science, engineering) and social science subjects collaborating helps ensure tangible social impact; if research is meaningful across our research communities it will be meaningful to a wider audience. The combination of disciplinary strengths at King's will mean that the results will be highly distinctive. If impact is likely to increase its importance in next cycle of REF, are we prepared for this?

**Ensuring our research students and early career researchers are suitably trained and employable.** Research Councils are moving towards funded Doctoral Training Partnerships for training postgraduate research students, whilst this offers the opportunity to establish collaborative partnerships enhancing our PGR training environment it increases our costs.

### 2.2. Responses to the challenges and opportunities

We have identified the following four strategic objectives relating to Research:

1. **Ensure our students gain the benefits of belonging to a research-led organisation:** This means seeing students, from undergraduates to postgraduates, as integral to our research community.
2. **Ensure King's research is distinctive and makes a difference to its internal and external communities:** This means supporting individual-led curiosity-driven



questioning as well as team-based inquiry; at the same time we need to use this research to underpin and deliver research results that make a difference to the wider community. We could use the model of World Questions/King's Answers to achieve this.

3. **Focus on quality both in terms of inputs (high value research income) and outputs (publications and other forms of scholarship):** This means increasing the number of applications that we submit and the number that we win, as well as increasing overhead recovery. It also means setting clear expectations about the quality of research required and managing against those expectations more robustly. This could mean asking staff to focus on undertaking, for example, fewer, better-quality research publications within a REF cycle.
4. **Create effective research partnerships, at home and abroad:** This means partnering with other Higher Education Institutions in the UK and abroad to use equipment and skills effectively and to partner with non-HEI organisations for dissemination, training and impact.

To meet these aspirations we have agreed a series of actions over the next 24 months. To ensure focus we have identified tasks that are already underway or will be completed by start of the academic year 2014-15 in bold.

By 2016, the Arts and Sciences Strategy for Research aims to:

1. **Ensure our students gain the benefits of belonging to a research-led organisation**
2. **Ensure King's research is distinctive and makes a difference to its internal and external communities**
3. **Focus on quality both in terms of inputs (high-value research income) and outputs (publications and other forms of scholarship)**
4. **Create effective research partnerships, at home and abroad**

To achieve these strategic objectives we will:

- Embed impact into our research planning, activity and assessment (B)
- Enable interdisciplinarity and support disciplines/lone scholars as long as quality is high (B)
- **Increase the pre-application and post-award support available to scholars (B)**
- Ensure undergraduates see themselves as part of our research community (B)
- Create a KT/impact fund to support applications and relationships with external partners (E)
- Improve our research management information systems to support grant capture and help ensure better use of research grant management information (E)
- Explore potential of open access research and research data management for research partnerships (E)
- **Increase our research grant application volumes and improve overhead recovery (E)**
- **Build on our emerging Doctoral Training Partnerships (E)**
- Ensure sufficient mechanisms are in place to help foster/facilitate research collaborations, for both staff and students (E)
- **Focus on the quality of our PGR intake and quality of the support we provide rather than the number of students enrolled (R)**
- Nurture our partnerships with external organisations/industries (private/public) (R)
- More proactively chase large grants and funding opportunities, from both funding bodies and industry, e.g by seconding senior academic staff to lead initiatives (R)
- Establish ways to make sure World Questions/King's Answers is integral to our research identity (R)
- Do more focused, higher quality research activities and be more discerning about where we focus our energies (R)
- Enable UG and PGT final year projects to be integrated into departmental research activities (R)
- Explore how London and our local communities can relate and be more of a focus of our research (R)
- Establish and articulate a clear understanding of the distinction between 2\* research with high impact and 2\* research which has failed to reach 4\* quality (R)

*Key: B: Basics, E: Enhancement, R: Radical*

## 3. Innovation

### 3.1. Challenges and opportunities

**Defining what we mean by the terms ‘innovation’ and ‘impact’.** We need to clearly define and articulate what ‘innovation’ and ‘impact’ mean for and at King’s, and articulate our vision and how both areas integrate with and inform our activities. We have one of the highest levels of Higher Education Innovation Funding (HEIF) but innovation is currently seen as an add-on and not integral to everything we do.

**We are at the heart of London, one of the world’s largest, most diverse and possibly technologically advanced financial centres.** King’s needs to fully utilise the opportunities on its own doorstep, both in terms of business, the cultural sector and local authorities. This is true both of the global businesses that are based here and in terms of the local authorities with whom we need to work more closely, most notably Southwark and Lambeth. Our location and wide range of expertise offers the opportunity to establish a new social contract with our funders and people within our local community. How do we think globally but act locally?

**Supporting and encouraging innovation.** We need to identify ways of linking effectively with various student societies (the Business Society is 3,000 members strong, the Policy Think Tank 2,000). There is confusion over who can help/advise on what – one point of source for entrepreneurship, one for internships; and there is the opportunity to explore how our alumni can be more of a part of what we do and how we innovate and be innovative.

### 3.2. Responses to the challenges and opportunities

We have identified the following strategic objectives relating to Innovation:

1. **Build on our reputation for Public Service innovation:** This means taking our existing reputation for working with the military, schools and government to a new level of engagement, such as short-courses and executive education.
2. **Bring business and entrepreneurship into King’s and take King’s out into the commercial world and our local community:** This means building on and extending work such as NMS’s ‘bridging the gap’ programme, supporting connections to external agencies through King’s Cultural Institute, King’s Policy and King’s Commercialisation Institutes. This means developing new relationships with individual entrepreneurs, SME and corporate bodies, creating ‘entrepreneurs in residence’ schemes and undertaking more staff placements in external businesses.
3. **Establish an Arts & Sciences innovation hub for students – a real space for entrepreneurs, societies and business:** This means developing an exciting physical environment where King’s staff and students engage with business either in Central London and/or in Canada Water.

To meet these aspirations we have agreed a series of actions over the next 24 months. To ensure focus we have identified tasks that are already underway or will be completed by start of the academic year 2014-15 in bold.

By 2016, the Arts and Sciences Strategy for Innovation aims to:

1. **Build on our reputation for Public Service innovation**
2. **Bring business and entrepreneurship into King's and take King's out into the commercial world and our local community**
3. **Establish an Arts & Sciences innovation hub for students – a real space for entrepreneurs, societies and business**

To achieve these strategic objectives we will:

- **Define, articulate and promote what the terms 'innovation' and 'impact' means for and at King's (B)**
- **Develop a matchmaking scheme for Management, NMS and Biomedical Sciences students to work together on new products (B)**
- **Establish a proof-of-concept fund and roll out seed funding (B)**
- Work more closely with local borough and local enterprise funds (B)
- Establish prizes for new ideas (E)
- **Establish Innovation Tuesday and the cross-disciplinary challenge lecture (E)**
- Embed industrial/commercial engagement (E)
- **Establish the Arts & Sciences Innovation Hub for students (R)**
- Encourage and support more business interaction within King's (R)
- Release energies through rolling sabbatical for innovation (R)
- Establish staff and student mentoring to encourage and support innovation (R)
- Encourage the idea of 'University' as connection to venture capitalist and financing (R)
- Establish innovation areas + 'fail it fast and fail it early' , whilst ensuring robust mechanisms for incubation of longer term projects (R)
- Establish professional skills modules/business development/finishing school (R)

*Key: B: Basics, E: Enhancement, R: Radical*

## 4. International

### 4.1. Challenges and opportunities

**The College has an excellent international reputation (19<sup>th</sup> in QS rankings; 38<sup>th</sup> in THE World Rankings), with Law, Arts and Humanities and Social Sciences all in the top 50 globally.** We need to capitalise on this and decide how we want to use our international standing to diversify and grow our offerings in education and research. What do we need to do to take King's out into the world, and what do we need to do to continue bringing the world to King's?

**King's presence in London creates a global opportunity.** London itself is global and cosmopolitan, and the international has traditionally come to King's. The challenge is how we continue to develop our international reputation and remain attractive to international students and scholars, whilst looking outwards at opportunities where King's can make a contribution on a worldwide platform. For example, London and our diverse student body make us a microcosm of the world. We need to draw on the potential of this rich experience on our door-step and in our classrooms.

**Partnerships bring risks:** We know we need to avoid external activities that undermine the King's brand or that undermine our efforts through a diversion of attention from what is done and delivered here in London. But partnerships also add value. The next step is to agree the mechanisms by which it determines partnerships, understanding what is appropriately done at College, School and departmental levels.

**Many of the pieces that could contribute to a successful international strategy are already in place but information flow is often challenging.** We have a global student body and faculty, an extensive alumni network abroad, varied but sometimes highly developed departmental work on partnerships and study abroad, and sophisticated development work abroad. The challenge is that these efforts are often fragmented and need greater support and facilitation at School, across Arts & Sciences and College levels.

**King's over recent years has established its Global Institutes (Brazil, China, India, North America, Russia, International Development).** The next step is to build on their early success and ensure that the activities of the institutes and the four Arts & Sciences Schools align and complement each other in terms of teaching, research and innovation.

### 4.2. Responses to the challenges and opportunities

We have identified the following strategic objectives relating to the international:

- 1. Review our existing international links and partnerships to ensure they are effectively promoted and reflect the breadth of relationships across Arts & Sciences.** This means reviewing and benchmarking our current strengths, weaknesses and opportunities both within and beyond existing functions, whilst reviewing the activities of other UK universities with a strong international reputation. We need to define clear objectives about international recruitment and international partnerships and allocate resources to deliver them.
- 2. Focus on developing the quality of our international student opportunities and research relationships.** This means supporting existing high quality partnerships through regular exchanges, collaborative research and regular investment in strategic conversations. We need to identify new international markets for our

existing and developing programmes and new potential high quality joint ventures, in education, research and innovation.

- 3. Create an integrated network for all our international activities in Arts & Sciences.** This means developing better internal communications so all our international activities become an integral part of what we think and do right across the institution.

To meet these aspirations we have agreed a series of actions over the next 24 months. To ensure focus we have identified tasks that are already underway or will be completed by start of the academic year 2014-15 in bold; these will be confirmed with the incoming VP International.

By 2016, the Arts and Sciences Strategy for International activities aims to:

1. **Review our existing international links and partnerships to ensure they are effectively promoted and reflect the breadth of relationships across Arts & Sciences**
2. **Focus on developing the quality of our international student opportunities and research relationships**
3. **Create an integrated network to support our international activities in Arts & Sciences.**

To achieve these strategic objectives we will:

- Ensure there are sufficient opportunities and support for students to undertake international experiences, including study abroad, internships and volunteering, and for those students who come from abroad to study with us (B)
- **Establish clear protocols and capabilities to facilitate international delegations and international networks (B)**
- Maintain and grow a staff and student body that reflects both the United Kingdom and the World (B)
- **Decide on the shape and scale of our international engagement, including joint academic ventures (B)**
- **Develop mechanisms to support the establishment of Arts & Sciences international partnerships that match King's values and mission (B)**
- **Map our own expertise, contacts and connections to ensure that we build on existing relationships and draw on current expertise efficiently (B)**
- Facilitate research with global collaborators (E)
- Support an integrated approach to building international student recruitment, alumni relations, and provision of executive education and research partnerships and networks abroad (E)
- Establish an Arts & Sciences network to facilitate communication and knowledge through appointment of International academic and professional services leads in each School (E)
- Encourage a culture and environment where the global diversity of our student body enriches student experience as much as study abroad (E)
- Establish opportunities for substantial international exchanges so as to expose and strengthen faculty in global awareness of culture, methods of teaching, styles of scholarship (R)
- Develop a vocabulary and ethos that embodies "King's at the heart of World thinking" (R)

*Key: B: Basics, E: Enhancement, R: Radical*

## 5. Enabling

### 5.1. Challenges and opportunities

**Strategies can be meaningless aspirations rather than concrete actions.** King's already has a strong strategic direction and determination to sustain and grow its national and international standing. This is meant to be a working document that sets out actions and tracks their impact. Actions will be delivered under the oversight of the relevant VP and Head of School and impact will be monitored by the Arts & Sciences Executive Group which will report to Academic Board on an annual basis. We will establish Key Performance Indicators and evaluate and modify our actions over the next two years where needed without lowering our ambitions.

**Ensuring that our research and education missions are mutually reinforcing.** The consultation has revealed some scepticism that staff can be outstanding in both research and in education given the skills, time and investment required for each aspect. This strategy rejects a division into two separate but equal academic activities, seeing research and education as the dual core missions of King's College London and its staff.

**We do not yet have an academic staff profile that reflects our student or community profile.** King's shares the challenges of equality and diversity with many other UK universities. We have too few women, disabled and Black and Minority Ethnic staff in senior positions; we must ensure we provide a safe and supportive environment for our Lesbian, Gay and Transgendered students and staff.

**Supporting staff to achieve excellence.** We are making ever greater demands on our staff in terms of student support, 4\* research performance, innovation and international activities. We need to ensure that all our staff are clear about what excellence means at King's and that they have the opportunities for mentorship and support to achieve their best. At the same time, we need to be equally clear that everyone, according to their level, is expected to deliver an excellent experience for students and world-leading research and that professional services staff have an imperative to support these aspirations.

**Ensuring we deliver on the financial goals that are needed to meet our academic aspirations.** With student fees capped at 9K, limits on international fees and rising costs (particularly in terms of energy and inflation), we need to earn more each year simply to afford our current shape and size. We need to rigorously scrutinise all our expenditure, face up to difficult choices and plan effectively to deliver the investment fund required to ensure future excellence across the entire institution.

**Getting the balance right between top-down strategy and direction and departmental/School autonomy and identity.** There is a creative tension between the need to be agile and move rapidly as a whole university and the importance of wide consultation that allows us to build on local expertise. This is true of all large organisations. It will be important to improve communication across King's internally as well as externally, to strengthen our Academic Board as a place for constructive debate



and deliberation and to be clear about where and how decisions are taken that affect the lives of all our employees.

## 5.2. Responses to the challenges and opportunities

We have identified the following four cross-cutting, enabling strategic objectives:

1. **Base our culture on equality, diversity, service to society and a sense of community:** This means examining our own often unstated assumptions and potential biases, supporting groups who are less well represented amongst the student and staff bodies at King's to join and have successful careers with us; and that we work closely with less advantaged communities, both local and international that can benefit from our research and education.
2. **Create a fair, transparent and robust approach to pay and performance:** This means establishing a culture of shared expectations about what constitutes the highest as well as basic levels of performance. It means being clear when staff have not met the College's expectations, providing appropriate support to ensure that they have opportunities to do so. It means connecting promotion and exceptional pay awards to clear, externally bench-marked criteria.
3. **Increase our focus on academic planning and financial accountability:** This means being open and clear about the constraints within which we work; we may have to reject some opportunities as well as develop others. This means providing Schools and departments with high-quality information on which to base decision making and have a constant dialogue about delivering on promises. It means tracking our costs and increasing our income and rewarding those units that support our ability to create surpluses.
4. **Deliver the annual surpluses required to support our capital projects, aligning our space strategy with our academic strategy:** This means reserving 6% of our turn-over by 2016 to support investment in the Strand redevelopment, IT infrastructure and the other capital projects that will support our Arts & Sciences and our allied strategy for the Physical and Natural Sciences.

By 2016, the Arts and Sciences Strategy for Enabling aims to:

1. **Base our culture on equality, diversity, service to society and a sense of community**
2. **Create a fair, transparent and robust approach to pay and performance**
3. **Increase our focus on academic planning and financial accountability**
4. **Deliver the annual surpluses required to support our capital projects, aligning our space strategy with our academic strategy.**

To achieve these strategic objectives we will:

- **Establish fair and transparent system to reward high performing staff (B)**
- Continue to improve our campuses teaching and social facilities (B)
- Continue to work to improve all our business and Management Information Systems (B)
- **Establish an equitable sharing of teaching workload (B)**
- **Ensure a balance between time for research and time for teaching and other responsibilities (B)**
- **Better use of our Planning Round to assess likely future financial performance (B)**
- **Support and ensure greater equality and diversity (B)**
- Establish robust mechanisms for joined up equipment planning and IT resources (B)
- **Support Heads of Departments and other officers in their leadership roles (B)**
- Rewarding teams as well as rewarding individuals (B)
- Establish easy and scalable systems to facilitate access to King's online learning resources, estate and monitoring mechanisms for students and staff external to the College to support delivery of activities such as our Doctoral Training Partnerships' and Modern Language courses (B)
- Establish an annual all staff questionnaire to collate feedback and comments on how they see things at King's (B)
- **Implement clear effective & supportive mechanisms for management of performance (B)**
- **Improve accounting procedures and support mechanisms to enable transparent flow of finances following students, especially regarding interdisciplinary programmes (B)**
- Review the balance between our professional services and academic staff ratios to ensure they map to future requirements (B)
- Make sure Arts & Sciences has a sense of community and is a fun place to study and work (E)
- Develop business case for new volunteering/corporate social responsibility team and policy to ensure our 'Service to society mission is 'real' (E)
- Establish a more structured mechanism to support research, teaching and innovation sabbaticals (E)
- Ensure sabbaticals are conditional on delivery of outputs (R)
- Review the academic year to better enable research and development of teaching curricula (R)

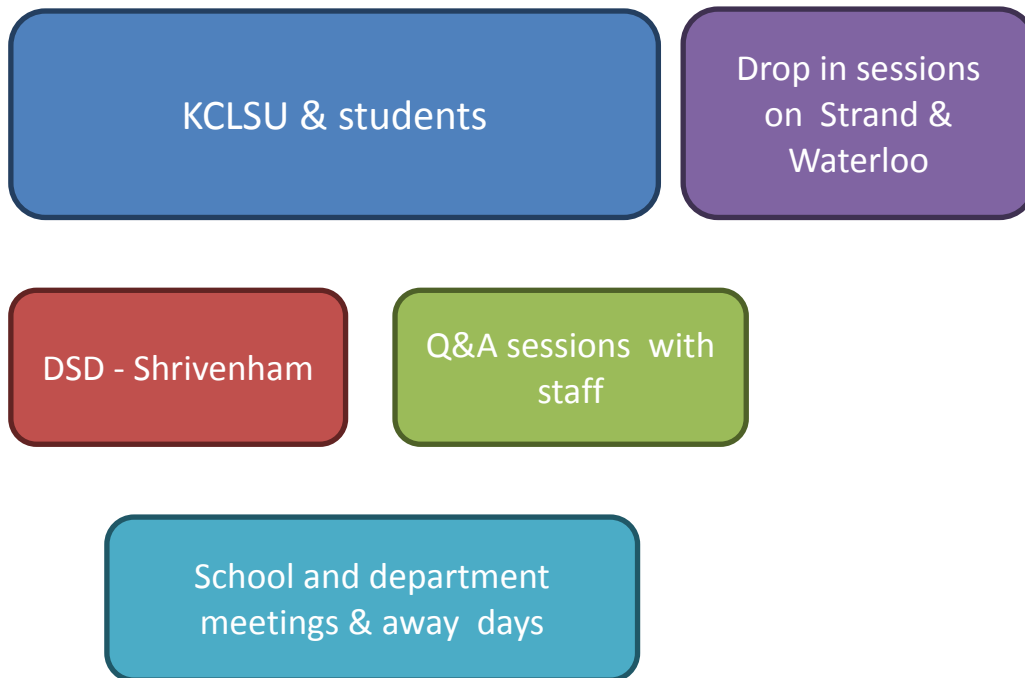
Key: B: Basics, E: Enhancement, R: Radical

## 6. Appendix

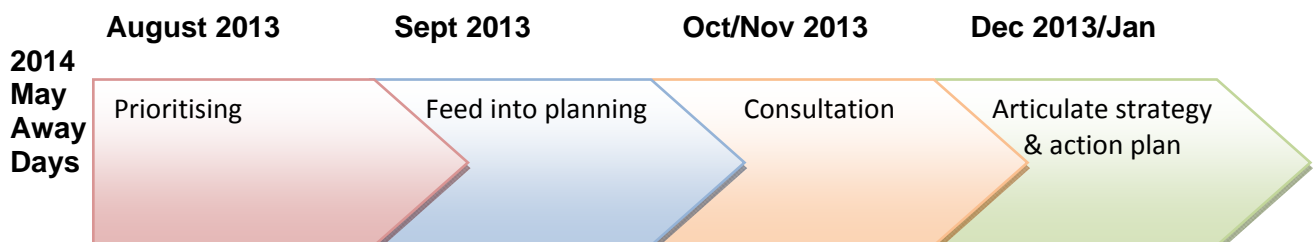
### Consultation exercise to develop strategy

- September 2013: draft Strategy Discussion Paper produced
- October 2013: Consultation within Arts & Sciences Schools
- November 2013: Wider consultation with Arts & Sciences community
- November 2013: Start action and implementation planning
- December 2013: synthesise feedback and redraft strategy for final sign off
- January 2014: Publish Strategy document and Action Plan
- January 2014: begin implementation
- Develop baseline / measurement KPIs and track progress via ASSEG

### Who was included in the consultation:



### Consultation timeline



## Key facts

	2011/12	2012/13	2013/14	Change
<b>Total income</b>	£134m	£152m	£168m	+ 25%
<b>Students (FTEs)</b>	10,700	11,600	11,850	+ 11%
<b>Staff (FTEs)</b>	890	920	958	+ 8%
<b>Education as % income</b>	69%	73%	73%	+4 % points
<b>Staff costs as % income</b>	44%	43%	40%	- 4 % points

### Arts & Sciences School Student numbers (FTE) 2013/14

UG			PGT			PGR			Total
H	O/S	Total	H	O/S	Total	H	O/S	Total	
5,484	1,375	6,859	2,147	1,277	3,424	986	483	1,469	11,752

Source: Budget Manual 2013/14. NB. Above figures, based on planned intake and expected returners.

### Arts & Sciences Academic & Professional Services staff numbers (FTE) 2013/14

Academic	Professional Services/Other support staff	Total
756	202	958

Source: Budget Manual 2013/14.

### Arts & Sciences International Student income 2012/13

<b>Arts &amp; Humanities</b>	£15,228,600
<b>Dickson Poon School of Law</b>	£7,592,400
<b>Natural &amp; Mathematical Sciences</b>	£8,176,100
<b>Social Science &amp; Public Policy</b>	£19,535,200
<b>Arts &amp; Sciences Total</b>	£50, 323,300

Source: Budget Manual 2013/14.

### Arts & Sciences research grant income – four-year comparison 2009/10 to 2012/13

School	2009-10 £	2010-11 £	2011-12 £	2012-13 £
<b>Arts &amp; Humanities</b>	2,536,903	2,640,004	2,901,499	3,460,676
<b>Dickson Poon School of Law</b>	705,343	342,023	131,454	181,711
<b>Natural &amp; Mathematical Sciences</b>	3,883,073	2,926,463	4,020,767	4,201,067
<b>Social Science &amp; Public Policy</b>	8,024,743	8,790,192	9,047,656	7,806,644
<b>Totals</b>	<b>15,150,062</b>	<b>14,698,682</b>	<b>16,101,376</b>	<b>15,650,098</b>

Source: Data presented to June 2013 College Research Committee. NB. The following schedule shows departmental Research Grants & Contracts income for the 9 months ended 30 April 2013, compared with the income at the same stage for previous three years.