Our University
Our Future

Together, we can shape the future of our University

Discovery Report
January 2020

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Vice-Chancellor's introduction

I would like personally to thank all those members of our community for engaging with this conversation about the next steps for our University.

This initiative was designed to help us achieve a deeper understanding of some of our current areas of strategic focus and to start conversations building towards our next strategic plan, which will come into effect in 2021.

Having attended the six events we held with staff and students, I was struck by the breadth and depth of expertise and experience we are fortunate to have amongst members of our community. I am very grateful to colleagues and our students for taking time to share their thoughts and ideas both at these events and to me personally as I have met more of our University members over the last few months.

At this juncture may I also thank Corinne Evans, Director of Communications, and her colleagues for the outstanding work they have done in driving forward 'Our University Our Future'.

Although I worked here at Bath earlier in my career, I am still relatively new in my role as Vice-Chancellor. As a result, as I listened carefully to feedback and read the detailed analysis in this report, there was certainly key information that was new to me as well as contributions that confirmed my initial reflections upon rejoining this community.

I believe that the fundamental ethos and values on which this University was formed are still as relevant today as they ever were. Our unique discipline mix enables us to bridge the intersection between science and society, conducting applied research in partnership with others and enabling a holistic education, all for the common good. However, the world has changed significantly in the 50 years since we were founded and the external environment continues to evolve rapidly. Therefore, in order to live fully to our founding principles, we must also change in the years to come.

At the engagement events, I was humbled by the level of dedication and pride, from both students and staff, in the quality of the work that we do and the community we have created here at Bath. I was also very grateful for the honesty of the conversations and the willingness of people to raise problems as well as strengths. It is only by discussing those areas we need to improve that we will be able to tackle them together.

Looking ahead, we will be discussing this feedback with Heads of Department, at the University's Executive Board and with our governing body, Council. I hope we will be able to identify some issues we can address speedily. There will be other, more complex or longer term, areas that we will need to build in to our next organisational strategy. We will, of course, keep our community informed of developments as we shape our University strategy for 2021-2026.

I look forward very much to working with you to ensure the future direction of the University is clear and purposeful, and provides a sustainable platform for us all to contribute our skills with passion and pride.

Professor Ian White
Vice-Chancellor and President

Methodology

Members of the University community were asked to give feedback on seven topics that reflected key strands of the University's plans and activities. Students and staff were asked for their views on the topics through a series of targeted engagement activities.

Many aspects of learning and teaching were raised throughout the themes. Questions on curricula specifically were not asked given the separate workstream and engagement on curriculum transformation.

Qualitative data was gathered through six face-to-face events and a gallery walk on campus. The face-to-face events for students and staff in October 2019 used the 'World Café' method, with each event focussed on specific topics. The events produced discussion summaries facilitated by table hosts and captured on flipcharts, alongside comments written on paper tablecloths that were coded and analysed after the events.

The gallery walk was an open exhibition on the Parade in the centre of campus, where students and staff were invited to give their feedback using comment cards. There were also smaller, 'pop up' displays in specific locations across campus and at The Virgil Building.

Quantitative data was then gathered via online surveys sent to all students and staff. The aim was to check the qualitative data by asking staff and students to prioritise the main themes that had emerged from the face-to-face events and exhibition feedback. It should be noted that the Management, Specialist and Administration job family was slightly over-represented in the respondents and the Operational, Facilities and Support staff job family was under-represented.

Staff were asked to select three options as priorities from a list and then rank them from one to three. The scores in the result tables are weighted by ranking, with the first place receiving three points, second two and third place, one point.

This report reflects feedback from all these engagement opportunities. Quotes were selected to demonstrate the breadth of feedback in the categories with the most comments.

Engagement and participation

6 World Café events

372

staff and students signed up for events

34

trained facilitators

pop-up engagement exhibitions

The gallery walk and comment boxes were open for **5** weeks on campus

3,368

comments from World Café events

317

comments from gallery walk and pop up engagement exhibitions

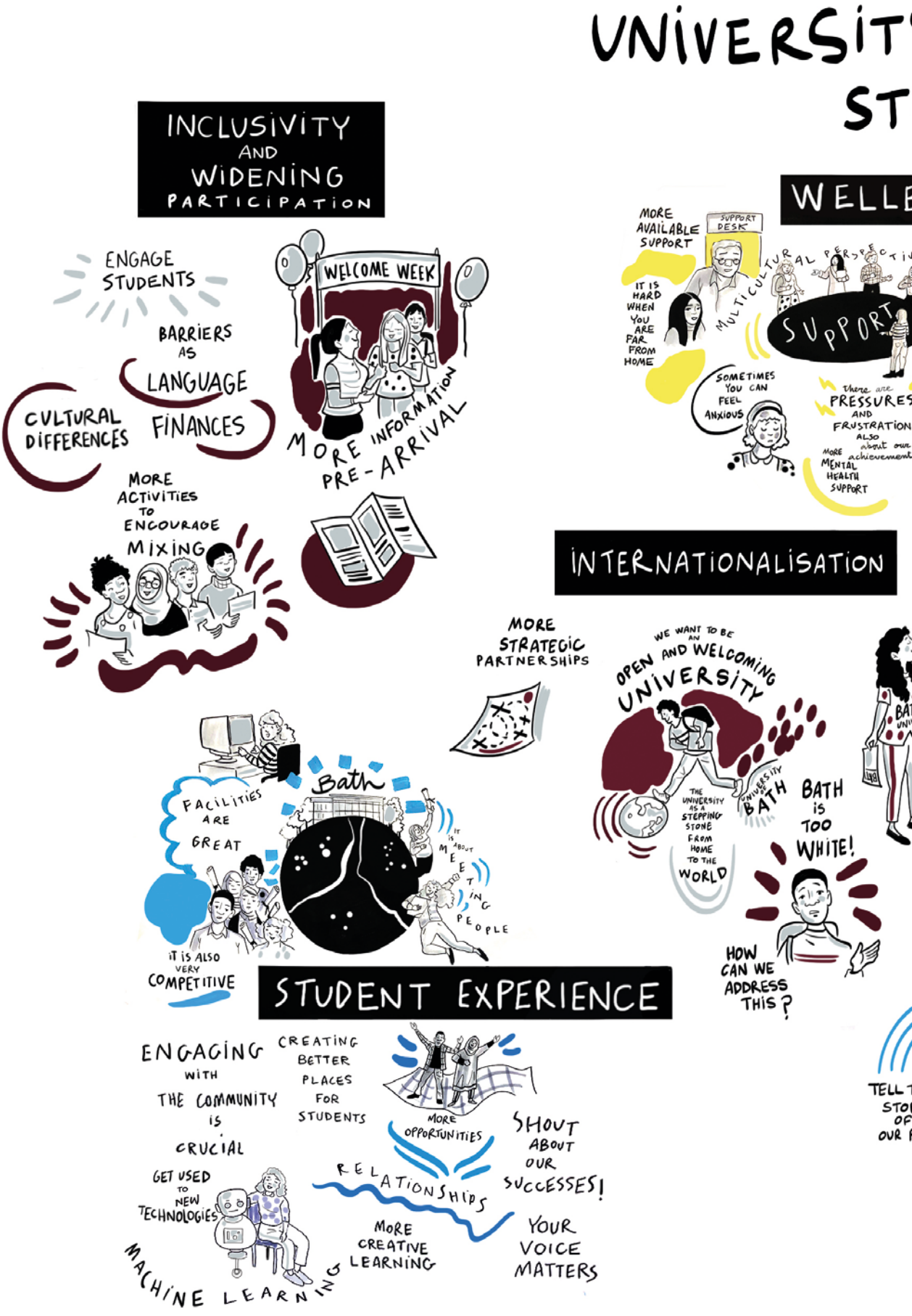
1,420

visits to the Our University, Our Future microsite

1,442

survey responses

Visual minutes from events



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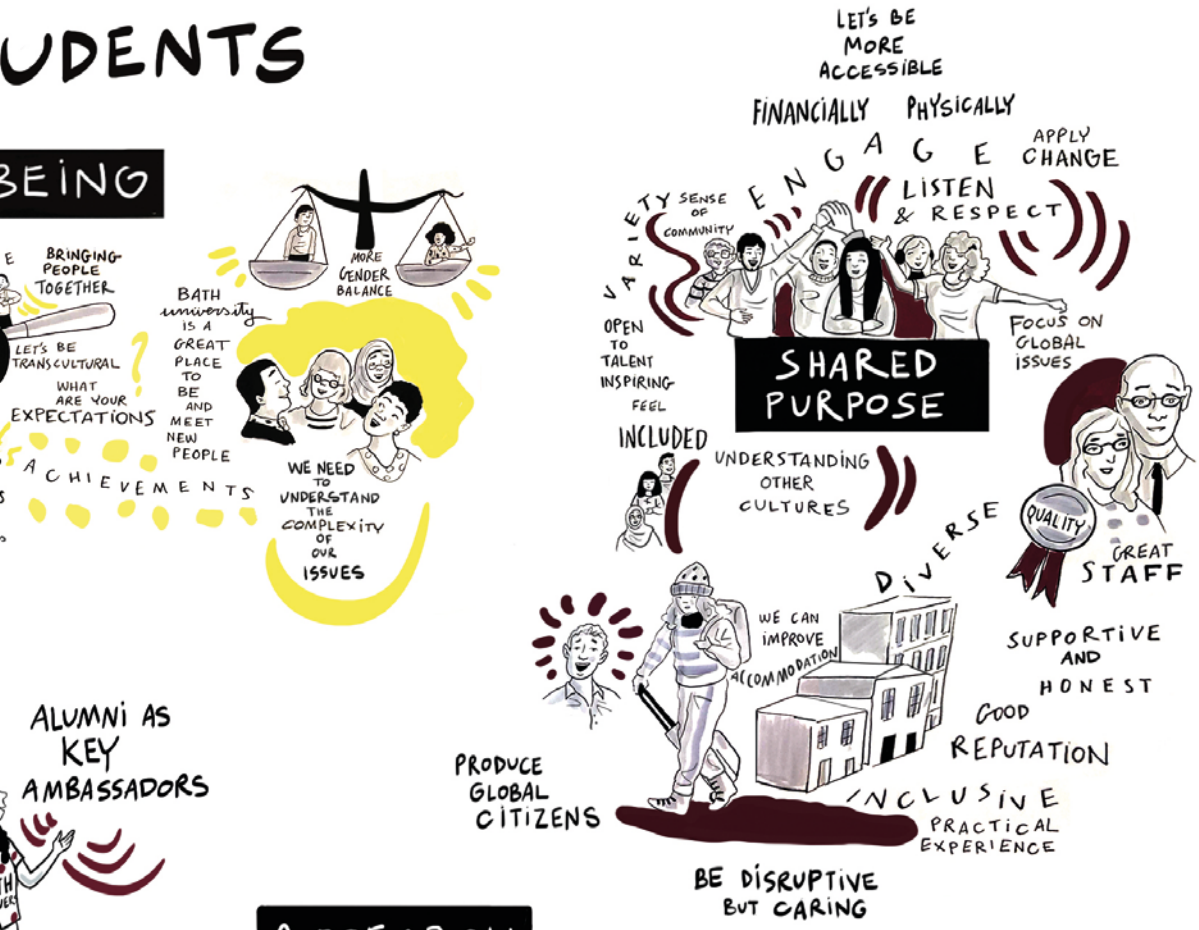
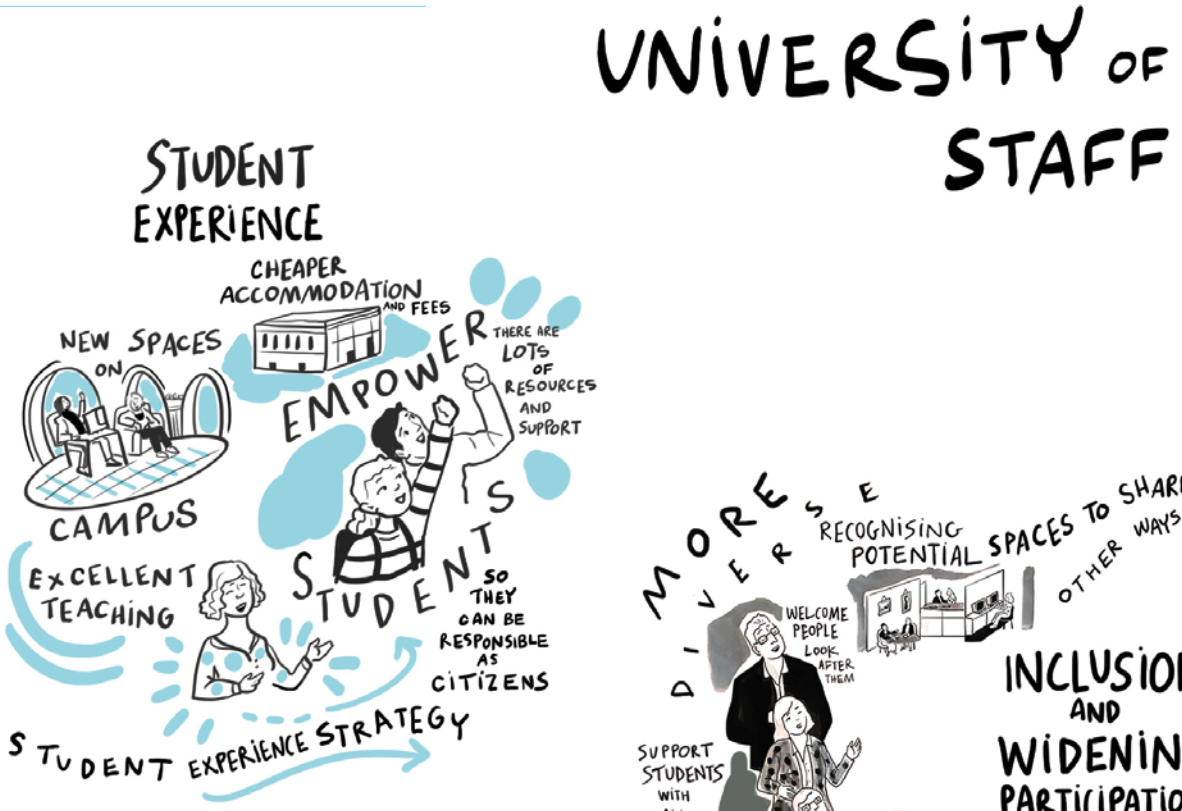
UDENTS



~MORE THAN MINUTES~

Visual minutes from events



~MORE THAN MINUTES~

Topic 1: Research excellence

Students

The questions we asked

How does research that takes place at the University affect or influence your learning and teaching?

What main areas of research are you aware of at the University?

What do you think our University is known for externally, in terms of research? Are there research areas you think the University should or could do more to celebrate and highlight in terms of research impact?

Responses at the World Café event

Student participants fed back that research directly influences their learning, teaching and study. However, they normally only engage with the research community close to their own studies or, for postgraduate research students, their areas of research. Some students questioned whether the University was effectively coaching and supporting undergraduate and postgraduate taught students into research. Some of the postgraduate attendees recognised it could be a challenge to balance their own research interests with engaging with others in the University community. There was a focussed conversation about supervision and support for postgraduate research students and whether the required length of the dissertations at Bath was right.

Student participants felt that there was good awareness of high profile institutes and centres, for example the Institute of Advanced Automotive Propulsion Systems (IAAPS) and Institute for Mathematical Innovation (IMI). There was recognition that some research gets more attention than others, with a debate about the extent to which we are a Science, Technology, Engineering and Mathematics (STEM) university and how this relates to other disciplines.

Looking to the future, some of the areas of development included:

- Student attendees felt there could be more opportunities to engage both undergraduates and the wider public in research. Public engagement activities such as Three Minute Thesis and Physics in the Pub were highlighted as particularly effective and there were questions about how activities like these were embedded in the curriculum.
- Participants felt that we should be focussing on research that solves global issues, like climate change. It was suggested that some form of identity for our research would help celebrate and highlight impact. For example, one table of participants felt that there are three 'pillars' of our research: safety, security and sustainability.
- There was a sense that the University needs to reflect on the process and journey of the research, as well as the end product. The University was also encouraged to be less image conscious and to focus on the impact of our research, with individual academics seen to have a key role in inviting engagement with their research.
- There was a call to make research relevant across cultures and countries, including in the global south. It was felt we could do this by engaging with, and answering, key global questions and considering what this means for others outside the University and the UK.

"I'd like the University to be known as a place of opportunity, where I can see the journey of the researchers and see if that's the area I want to work on."

"It is amazing to work with lecturers at the forefront of their work."

"Storytelling piece: 'how is Uni of Bath contributing to solving the world's problems?' - this needs to happen."

"There could be more opportunities to engage undergraduate students in research early on, this will build awareness."

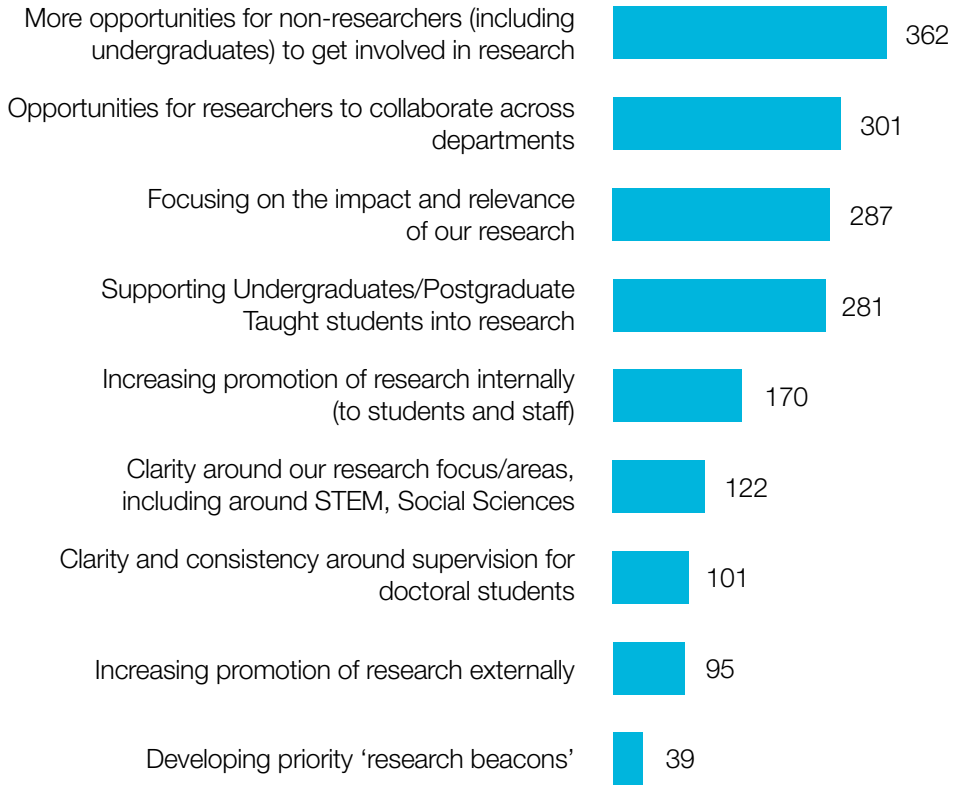
"Research wasn't on 'shopping' list when looking at different unis."

Responses from the gallery walk and pop up displays

There were three comments from students on this topic, with calls to increase the volume of research, to offer more office space for doctoral students and to focus on sustainability in the undergraduate curriculum.

Responses in the survey

What are the top three areas the University of Bath should prioritise in terms of research? (Scores weighted by ranking)



Staff

The questions we asked

What are the strengths and weaknesses of research at the University of Bath at (i) national and (ii) international levels?

What do you think our University is currently known for externally, in terms of research? Who are our strongest collaborators and partners currently?

Looking 5-10 years into the future:

- How can we strengthen our world-class research and empower researchers?
- How can we grow research funding?
- Are there areas of research we should prioritise for international collaborations?
- What are the main new opportunities, and what obstacles do we need to overcome?

Responses at the World Café event

The relatively small size of the University of Bath community was highlighted as a positive, aiding interdisciplinarity which is seen as key, and helping the development of networks. Some of the current support and infrastructure for research was seen as a positive, however the physical infrastructure is seen as poor, with space for laboratories and for doctoral students singled out for comment. Other obstacles to developing excellence in research included the amount of time spent on bureaucracy such as invigilation and a lack of PhD studentships.

Staff participants felt that while we do produce world class research, this was only in pockets across the University. Some staff picked out a tension between the demands of TEF and REF and suggested that, although metrics were important, we shouldn't be led by them as this can stifle creativity.

Individuals' relationships in their field of research were seen a crucial, however there were questions about how to balance 'superstar' researchers who get investment with 'rank and file' researchers.

Staff attendees queried how distinct our research is, whether we have evidence about what we are best known for, and whether STEM subjects dominate the other disciplines. This prompted discussion about whether we should decide our strengths from top down or bottom up. A number of participants felt that several of our research strengths are linked together by the theme of sustainability.

Collaboration and partnerships with other universities and with industry were seen as vital and a way of helping us scale up our research. Staff suggested that we could use current or developing facilities to build new partnerships, for example the Bristol & Bath Science Park. Staff wanted our research to be world class, human, global and applied without losing 'blue sky' research. Staff participants said we need to strengthen our research by playing to our comparative advantage of learning and teaching as well as investment in practical solutions and support.

Looking to the future, some of the key requests for development included:

- Investment in research infrastructure, including laboratory space as well as IT support, data storage and big data management as well as research support.
- Consideration about how we define our research strengths and improving how we communicate about these strengths. There was a request to consider how we scale up our existing partnerships where we know they are successful.
- Space to take more risks, and more opportunities for 'blue sky' thinking to encourage innovation.
- There were also calls for: academics to be able to diversify income streams; for managers to access increased support to be more agile; better career development opportunities for researchers; more investment into research groups; and more research chairs without teaching responsibilities.

"We need to develop sustainable resilience and internal expertise."

"We need to invest in IT and big data management."

"Do we concentrate on current 'big hitters', e.g. aerospace, sports science, or not?"

"What are we really sharing, and do we know what are our interdisciplinary strengths are?"

Responses from the gallery walk and pop up displays

There were 41 comments from staff on this topic. These primarily focussed on the strategy for research, especially direction, staff resourcing and infrastructure. There were calls to better support researchers through grant contract management; to improve the management training offer to principal investigators; to strengthen our research portfolio by focusing on smaller research projects as well as the big bids; to increase the quantity and quality of PhD applicants; and to give time to teaching fellows to do research if they wish.

Partnerships, networks and collaboration was the next largest area with suggestions to build global partnerships, focus on strong collaborators and to push for a much larger consortium of universities sharing data storage.

Responses in the survey

What are the top three areas the University of Bath should prioritise in terms of research? (Scores weighted by ranking)

Topic 2: International partnerships and opportunities

Students

The questions we asked

Do you feel that the University of Bath is an 'international' university? Whatever your answer, what makes you feel that way?

What opportunities do you think there are for current students to form international networks, to study, work and research abroad?

Looking 5-10 years into the future, what would you like to see the University focus on doing in terms of forging stronger international links and opportunities?

Responses at the World Café event

Student participants discussed their experiences and felt that the University is quite international and that peers and friends from around the world deepen this experience. It was recognised that international students join specific societies for support. There was discussion about current internal networks and how we can help to break down cliques to encourage a transcultural community.

Although the Careers Service, exchanges and placements were seen as valuable, there were concerns that the opportunities were seen as Eurocentric and some of these opportunities may be inaccessible to less affluent students. The impact of Brexit on our international engagement was also flagged as an area of concern.

Looking to the future, some of the key areas for development included:

- More diverse activities for international students that are inclusive, welcoming and promote a community feeling, alongside tackling costs for international students so they were less pressed to focus solely on core activities.
- Student participants felt the University was currently selectively international and very white and asked how we can positively address this.
- Higher ranking in international and research tables, and more research links, were seen as important.
- Student participants encouraged more external strategic partnerships, but with priority countries and institutions given careful thought. The important role of alumni as ambassadors should be considered within this.

"We need to encourage a transcultural community."

"We need to build relationships with institutions abroad."

"Gold Scholars have great support on how to network, we need this for networking internationally."

"International peers and friends deepens and enriches learning and social experiences."

" International students' perspective - How do they hear about Bath? Rankings."

"University is a white University! Invest and have staff and students from other countries - scholarships."

Responses from the gallery walk and pop up displays

There was only one student comment on this area, which was a call to reduce accommodation costs.

Responses in the survey

What are the top three areas the University of Bath should prioritise in terms of internationalisation? (Scores weighted by ranking)

Staff

The questions we asked

What should be the main aims of seeking stronger international partnerships and profile? Should it be rankings, profile, recruitment, or something else? How should we measure achievement in this area?

How can we achieve a more joined up approach to international partnerships across recruitment, research, corporate engagements, placements etc.?

Looking 5-10 years into the future, where do you see the main opportunities for international partnerships?

Responses at the World Café event

Staff participants felt that international rankings are important, and that citations and reputation have an impact on opportunities including funding.

The nature of partnerships was a major focus of discussion: are partnerships individual or institutional? If we build networks, how do we make most of existing individual relationships? There was also discussion about whether and how we measure or evaluate our partnerships.

Staff attendees identified a tension between organisational and individual international relationships for research as the latter provide academic staff with the best opportunities for funding. Attendees felt that we need "to find a way between chaos and order being imposed". Staff participants said that a Memorandum of Understanding can be useful for starting small and building links, but they also encouraged thinking about the different types of partnership that are possible.

There was a discussion about whether our international strategy should deliver focus or growth and whether we should prioritise developing online packages to deliver global learning and teaching. Several staff members asked how we would balance our international ambitions with our emerging focus on climate change and sustainability.

Staff felt it was hard to predict what Higher Education would look like in 10 years and therefore who our international partners would be and what our presence abroad would look like. This was reflected in the wide variety of views about which geographic areas we may want to prioritise. They felt it was too early to anticipate the impact of Brexit and what it will mean for our relations with other parts of the globe and there was a call to be targeted, flexible and responsive to change.

Looking to the future, some of the key areas for development included:

- We need to clarify our Internationalisation Strategy and how it fits with other University strategies.
- Increased International PhD recruitment would have benefits for reputation and rankings and staff would like the University to offer fee waivers for the best students to encourage this.
- Staff participants said we need to be bolder about picking our strengths, highlighting that some universities with lower REF rankings have done well at identifying and promoting 'beacon' areas. There was a sense that we should celebrate our positive partnerships more.

"Need to step back and look at activity as a whole opportunity to capitalise on research and knowledge and coordination."

"To achieve more joined up approach: Why do we want a joined up approach - more equity - avoids duplication - helps with engagement - awareness internally."

"The need to map international activities on campus? What are the priority areas?"

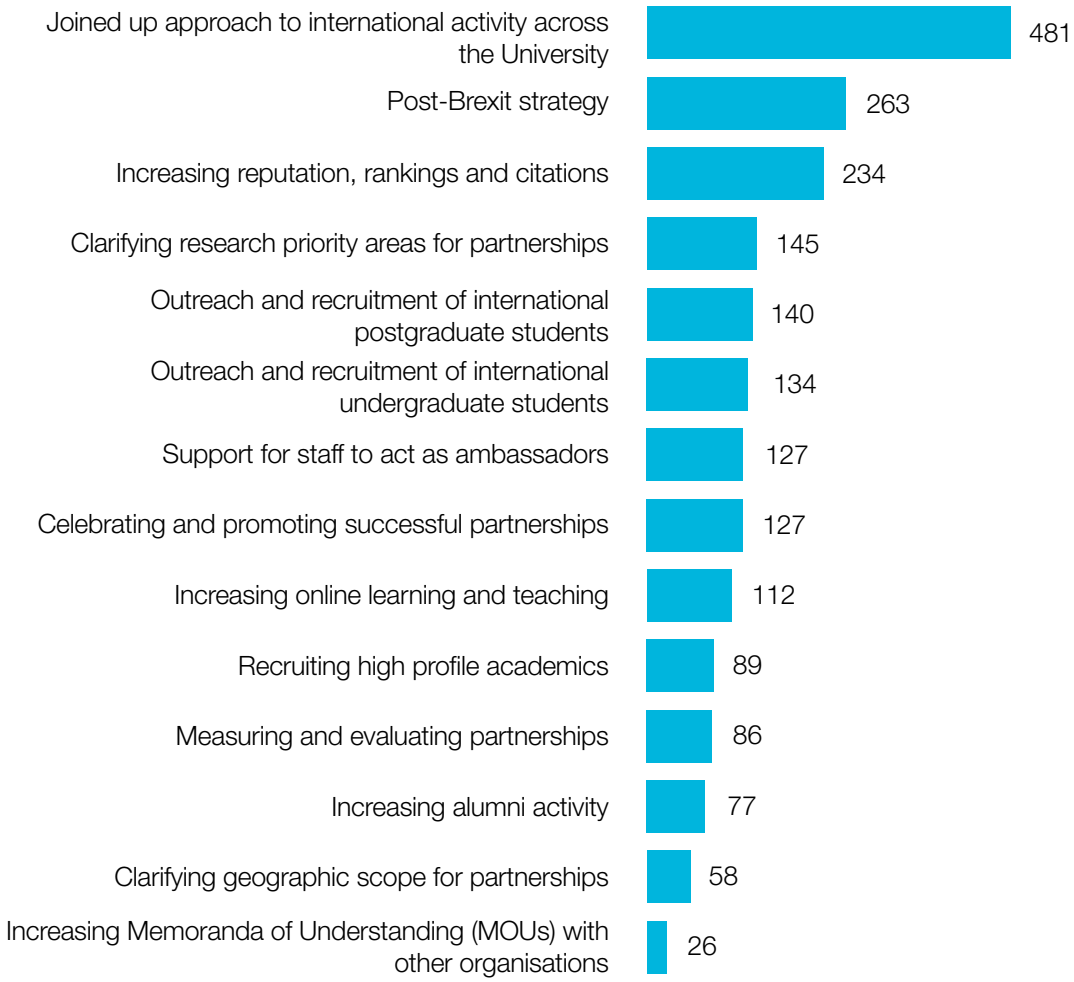
"We should be working with our honorary graduates, international academics, global chairs, IPR Policy Fellows to increase our profile - link to student recruitment."

Responses from the gallery walk and pop up displays

There were nine comments on this topic, covering strategy, partnerships and networks. These included comments that partnership development should build on existing links as academics already collaborate internationally for their research; questions on how we respond to the emerging economies and potential global industrial partners; and a recognition that rankings and reputation are important so we need to engage with existing recognised measures to be visible.

Responses in the survey

What are the top three areas the University of Bath should prioritise in terms of internationalisation? (Scores weighted by ranking)



Topic 3: Student experience

Students

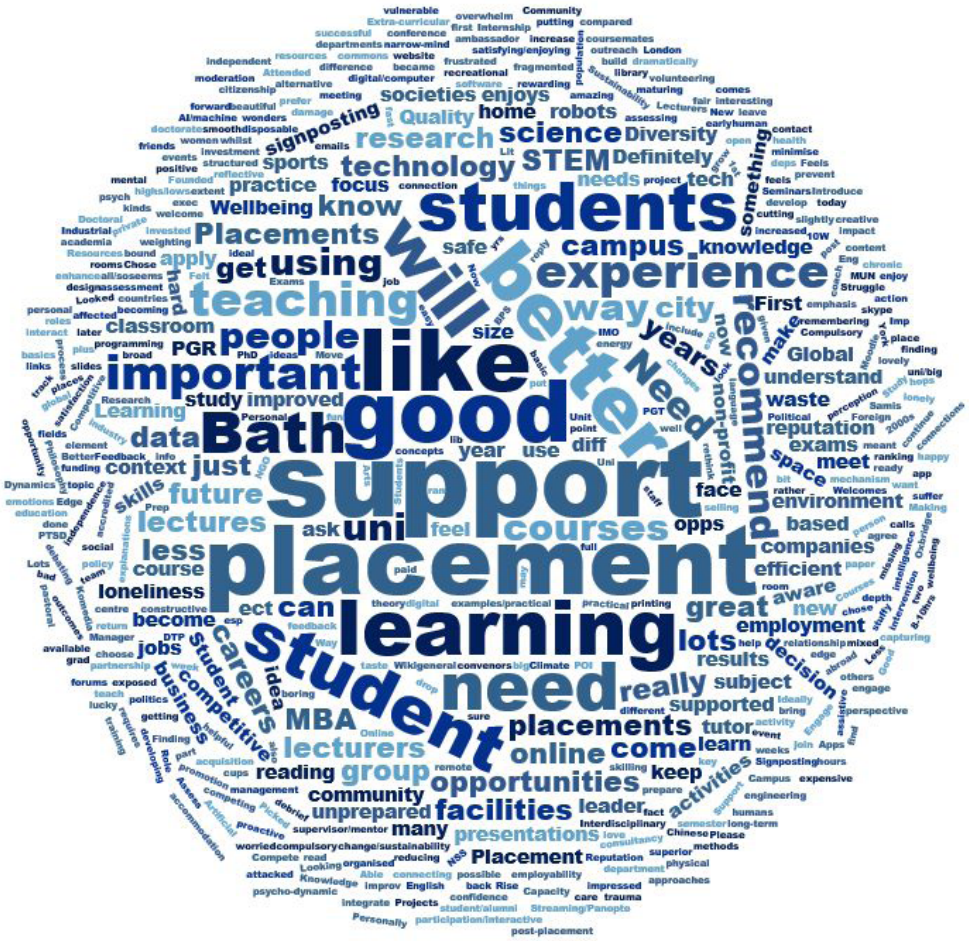
The questions we asked

Would you recommend Bath to a friend? If so why? If not, why not?

Which areas of student experience would you most like to see improved and which areas do you feel Bath does really well:

- courses, skills and style of teaching and learning
- opportunities for experiences outside your studies (including sports and arts)
- placements and employability
- support for specific types of students, e.g. doctoral, PGT, international or any group with protected characteristics?
- daily life (our campus, accommodation, food, IT services, transport etc.)

Looking 5-10 years into the future, what kind of university do you think that you would want, given the start of new fields of study and opportunity, advances in educational technology and new areas of employment?



Responses at the World Café event

Student participants were overall very positive about recommending Bath, highlighting the people, facilities, teaching and induction or Welcome Week. Students said their experience depends on good academic and Personal Tutor support. They were clear that they got the best results when lecturers are most interested and engaged.

The curriculum was considered good, however they felt it could be difficult to judge what extracurricular activities they could fit around their studies.

On the negatives, it was felt that Welcome Week needed more structured activities, and sports could be too competitive. Some felt non-STEM students could feel out of their depth so there needed to be more arts activities on campus.

Student participants highlighted a sense of antagonism between town and gown, but felt engagement with the local community was part of the student experience. Overall, the city is seen as being safe; however, students said they still needed to feel that they are not vulnerable.

Face-to-face learning and teaching was seen as vital, with a plea not to use technology to replace it. Alongside this, more research was urged into how to lessen the impact of learning and teaching on the environment. The rise of artificial intelligence was mentioned a number of times, in the context of equipping our students to understand and engage with machine learning and its implications.

Looking to the future, a few areas were highlighted:

- A particular issue was highlighted around placements. While support for students on campus was strong, there needed to be more support when off campus on placements and during the transition back to study afterwards. The transition to and from placements was seen as being an important issue.
- The new buildings were identified as being very good, however some parts of the campus are now ageing and need to be improved. More library spaces and bookable group study space were both highlighted as needs.
- Interdisciplinary courses are seen as being very important, e.g. learning about climate change, Big Data.

"Positive relationships with staff are important, e.g. Personal Tutors."

"Student satisfaction results affected decision to come."

"Exams are just about remembering not real thinking. The value is knowing how to put it into practice."

"10W lovely - what about other departments?"

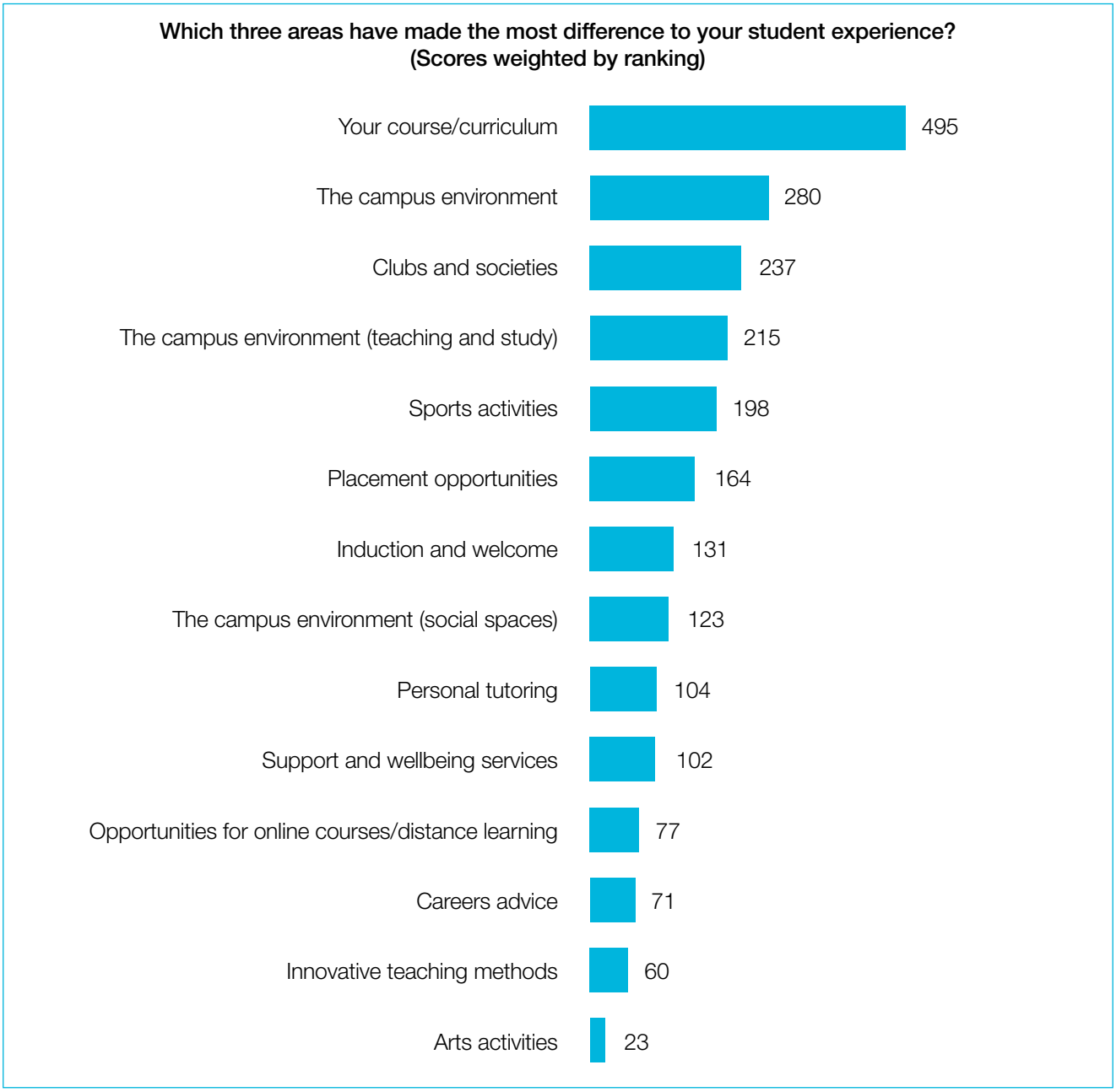
"Reputation of placement year - need more support post placement - lots of support on campus for placements - need better support whilst on placement where to go and who to ask when you're abroad."

"In the future, people who can't use AI will be like people who can't read, .. today is important."

Responses from the gallery walk and pop up displays

There were nine student comments, split between different subjects from learning and teaching to mental health and support. One student said that their department's refusal to record lectures put them at a disadvantage compared to other departments, while another felt staff lacked mental health training.

Responses in the survey



Staff

The questions we asked

What do you think we do well in terms of delivering a great student experience, and what do we struggle with?

How can we support students to fulfil their potential in a rounded way? Are there things we should be doing differently in terms of:

- courses, skills and style of teaching and learning
- opportunities for experiences outside studies (including sports and arts)
- placements and employability
- support for specific types of students, e.g. doctoral, PGT, international or any group with protected characteristics?
- daily life (our campus, accommodation, food, IT services, transport etc.)

Looking 5-10 years into the future, what kind of university do we want to be in terms of student educational experience? Given the challenges nationally and internationally, due to factors such as the Augar review, Brexit, demographic trends and online learning, how can we ensure a leading and yet sustainable model?

Responses at the World Café event

Staff attendees felt the positives included the breadth and diversity of our student body, the fact that we give our students training for the real world, the excellent teaching and the resources we provide which enable social interaction as well as learning and teaching. They felt citizenship was important, playing our part in creating rounded individuals ready to take their next steps.

Negatives included limited space on campus and timetable restrictions, the cost of accommodation and fees for overseas students, as well as the challenge of engaging in lectures that can have 200 students attending. This was part of a debate about quantity and quality, with staff attendees feeling we had done well over previous years to maintain quality whilst growing student numbers, but questioning whether that can continue.

Staff participants felt students receive good academic support and we should do more to ensure this is matched by wellbeing and mental health support. Staff attendees also felt that we should maintain our focus on employability. Attendees felt it was difficult to predict future trends and pressures, but we should be able to boldly and dynamically respond and adapt to change.

Looking to the future, some key themes emerged:

- Staff participants felt that developing a Student Experience Strategy would be valuable.
- The campus environment was discussed and staff participants felt it looks attractive on Open Days, but can look tired and ageing in places. Investment in the existing campus infrastructure and study and social space were seen as very important.
- As a global university, staff participants wanted the organisation to consider whether to develop by creating a virtual campus in the digital world, or by building on relationships in the physical world.
- Student wellbeing was raised as a priority (this is covered in more depth under the dedicated ‘wellbeing’ section).

“Quantity v quality, we have done well up to now, but how can we continue?”

“Not enough study space. Not enough timetable flexibility. Strong skills learning.”

“Quality of experience for online-only students.”

“Don’t be complacent! Surprise at description ‘agile’ - change often glacial! Recognise our own limitations of experience - need to get out and be aware of outside world now!”

“Placements really important to Mech Eng. - gives them new skills in the real world.”

“Good welfare is fundamental to successful study.”

Responses from the gallery walk and pop up displays

Of the 23 comments from staff, most covered strategy, staff experience and learning and teaching. There was focus on facilities, with calls to dedicate space for students to carry out practical work without reducing space for other activities, a bigger or extended library and more shops on campus so shorter queues. Staff felt that teaching students practical skills is very positive, that labs should be more hands on and that students should be more aware that technicians are there to offer advice.

Responses in the survey

What are the top three areas the University of Bath should prioritise in terms of student experience? (Scores weighted by ranking)

Topic 4: Wellbeing

Students

The questions we asked

In what ways does studying at the University of Bath give you a sense of fulfilment? What are the frustrations?
How do the expectations of student achievement contribute to or detract from a sense of wellbeing?
How does the campus environment (buildings, grounds, work and social facilities etc) contribute to or detract from a sense of well-being?

How supportive do you feel that other students and University staff members are when issues arise and you feel under pressure? How comfortable do you think students are in disclosing a mental health or wellbeing matter to the University or SU support services?

Looking towards the future:

- How can we create a more supportive and positive university environment?
- Are there ways of building a stronger culture of respect, courtesy and kindness?
- What improvements could be made to current forms of support and what other forms of support could be provided to enrich your University life and wellbeing?

Responses at the World Café event

Student participants picked out the physical environment as having an important role in their wellbeing. They said they get fulfilment from the positive physical environment including the City of Bath and our campus with its lake and ducks. Teaching staff were described as helpful and motivating. Student attendees felt University facilities were very good and that the University was a good place through which to meet other institutions and researchers. However, students felt they needed more places to relax on campus (study space is covered under student experience).

The main frustrations identified were in achieving work/life balance and feeling under pressure with academic study and the pressure to achieve. Students also talked about high expectations, especially carrying out research in a top institution. Financial pressures were also raised and student attendees felt outlets such as the Fresh supermarket were too expensive.

Arrival was a focus of discussion. Student participants said they can feel frustrated and anxious in their new life away from home and adjusting to a new schedule. They felt the support available was very good and the Wellbeing team in Student Services was singled out as very helpful.

However, there were questions about how students with more complex needs accessed support and about how help continues for students after an initial period of support. There was also a concern that, as we do not have attendance monitoring for all students, someone could be very unwell without the University being aware. Students said Students Union (SU) officers had been useful for finding out about services on offer.

A few areas were highlighted for potential action:

- The availability of support services was seen as good, however participants said that not everyone was accessing these, and we need to look at why this was. One participant suggested a multilingual system for support would be useful, others suggested better signposting to support services. Some students felt a better gender balance and more ethnic diversity amongst support staff and in senior roles would help.

- Student participants felt that placements and studying abroad can be isolating and wellbeing support in this context can vary, so looking again at this area to ensure students have appropriate support would help. They discussed how best to meet up with placement officers and whether more regular Skype meetings or calls every month would help. Some called for a wellbeing supporter as well as a placement officer.

- One practical suggestion was that the Wellbeing Service welcome desk could be more private, for example allowing people to write down the reason for their visit rather than saying it aloud.

- Students highlighted the importance of the physical environment, including modern buildings like 10 West and landscaping including trees.

"Not everyone is accessing support services, what are the barriers? Is it cultural, family or friends, terminology? There needs to be signposting to existing support, Nightline is a good example."

"Incorporate mental health into the curriculum timetable."

"Stress - need for work/life balance, but also is positive to push us further - (self) expectation of being in high achieving Uni."

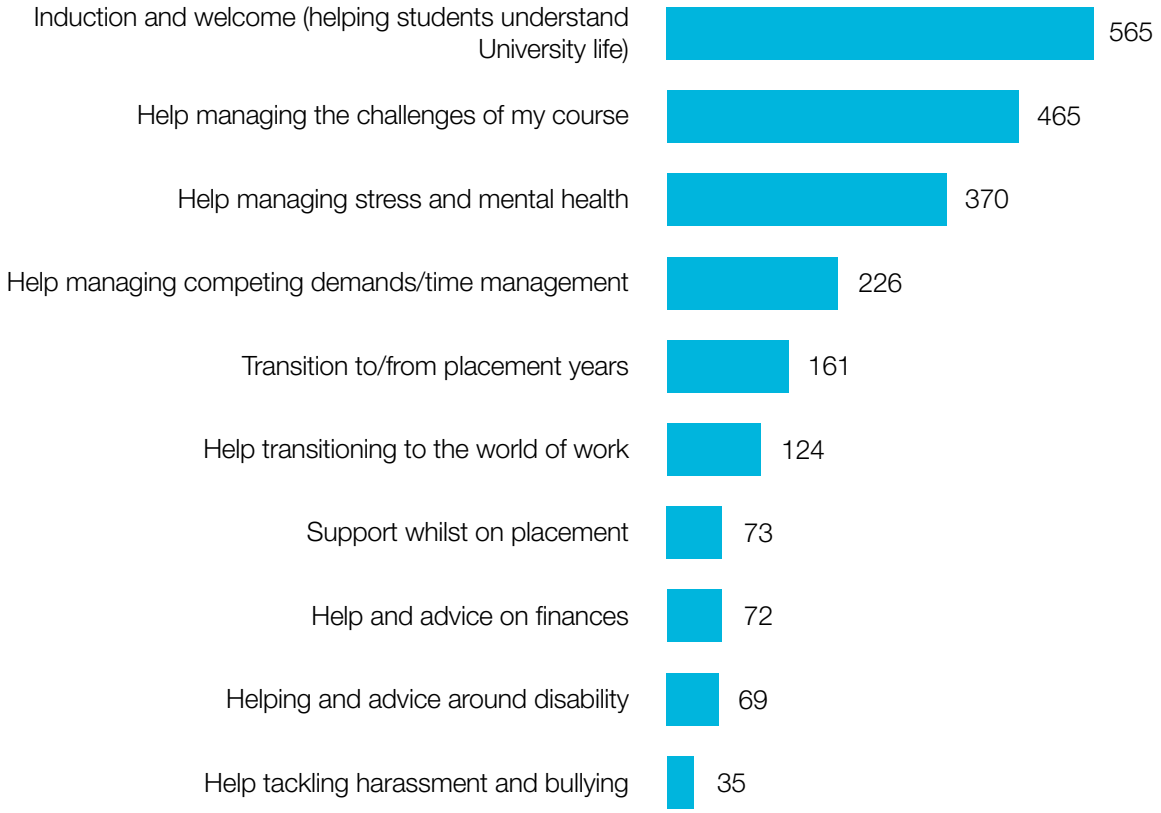
"Some students may need more support with loneliness."

Responses from the gallery walk and pop up displays

There were six comments from students, with half on student experience and mentions of both mental health support and inclusivity. One student felt the expectation of achievement detracted from their sense of wellbeing, with another highlighting the challenge of achieving good grades when stressed with 'life administration' they had never had to do before.

Responses in the survey

Which three areas of support at the University of Bath have been the most important to your wellbeing? (Scores weighted by ranking)



"Barrier to accessing/asking for support = feel there is nothing anyone can do, e.g.: chronic stress."

"Physical environment is v. important - trees and light important and ventilation."

"There needed to be better gender balance in both leadership and support roles."

Staff

The questions we asked

In what ways does working at the University of Bath give you a sense of fulfilment? What are the frustrations?

- How do the ambitions for excellence within the organisation contribute to or detract from a sense of wellbeing?
- How positive and supportive is the working environment and culture?
- How does the campus environment (buildings, grounds, work and social facilities etc.) contribute to or detract from a sense of wellbeing?

How comfortable do you think colleagues feel in disclosing a mental health or wellbeing matter to their managers or the University?

Looking towards the future:

- How can we create a more supportive and positive working environment?
- Are there ways of building a stronger culture of respect, courtesy and kindness?
- What improvements could be made to current forms of support and what other forms of support could be provided to enrich your University life and wellbeing?

Responses at the World Café event

Staff participants felt that positives included the ability to get things done at the University and that resources are available to enable this. They also felt that our environment was positive, with a great campus and facilities like the Sports Training Village. Staff attendees felt valued and they identified that there was good support for student wellbeing.

However, staff participants also highlighted negatives including bureaucracy within the organisation, including cross-departmental financial charging and a lack of agility in decision-making. They wanted support for staff to match the support given to students.

In terms of discussing wellbeing and mental health, staff attendees felt the quality of the experience depends on the individual manager. It was felt that line managers sometimes have little power to reduce workloads, which can cause frustration. Responsibility for wellbeing was discussed. Staff said it was good to care, but this can bring its own pressure, so the supporters needed training, and staff should signpost rather than diagnose.

There was a view that the University could create a caring environment and this needs to come top down from the leaders. One table of participants articulated the need for the University to 'give and live' the message that 'we will take care of you'.

Staff attendees felt there was still a stigma attached mental health, so there should be increased awareness of mental health issues. They felt there can be increasing pressure over the year and some may not feel they can ask for help, for example staff on probation or overseas students. They also felt staff should not set their own expectations too high.

They felt picking up the signs with early intervention and prevention were important as was speedy access to wellbeing services, e.g. counselling for staff, and that support should be consistent for students and staff.

Looking ahead, several areas were identified for development:

- Staff participants felt support for student wellbeing was strong, but there was a need for further support for staff. There was suggestion of an independent person to discuss welfare or wellbeing issues with, rather than line managers, and having mental health champions across the University.
- The campus environment was seen as key, with opportunities for improvement by creating communal spaces and opportunities to 'breathe and come together as a community'.
- Workload pressures were raised as an issue that affected staff wellbeing. In addition, the remuneration for lower paid staff and the use of temporary contracts were also highlighted as factors that can adversely affect staff wellbeing.

"Friendly environment - sense of community."

"We need to be honest about our mistakes and encourage 'safe failure' or failing in a safe way - lack of judgement, supportive."

"Today's event is a rare authentic opportunity to talk, so very much appreciated - more like this please!"

"There's limited space, both physical and mental."

Responses from the gallery walk and pop up displays

This topic produced by far the highest number of comments with 81. Over half of these were on staff experience, with transport, social space and activities the most prevalent themes. Comments called for improved transport with less pressure on car parking spaces; improved support for sustainable travel and buses from regional centres; more shared spaces with open invitations to lectures, inaugurals and Minerva series of lectures; and reduced costs to access campus sports facilities.

There were also a large number of comments on strategy, with a focus on infrastructure and funding, primarily those parts of campus that staff feel are now old and require investment, alongside views on improving current salary and pensions.

Location also attracted a range of comments; the green environment was seen as a benefit that should be protected from further building development, but the position out of the city was seen as isolating.

Mental health/support was also mentioned, with several seeing the University recognising the importance of wellbeing, alongside a call for more welfare support 'as pressures increase'.

Responses in the survey

What are the top three areas the University of Bath should prioritise in terms of wellbeing? (Scores weighted by ranking)

Topic 5: Bath and the region

Students

The questions we asked

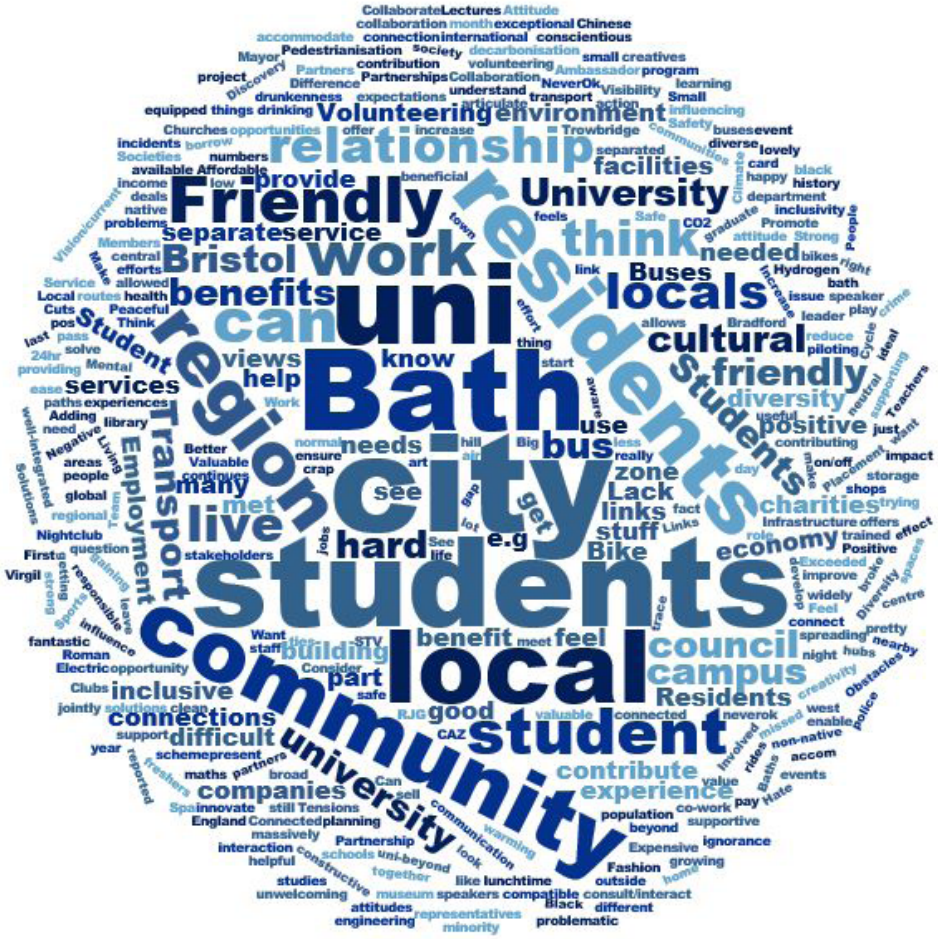
Thinking about the relationship between the University and City of Bath and region today:

- What are the positive aspects?
- What are the negative aspects?

What does a positive, mutually beneficial relationship with our city and region look like?

- What are the obstacles to achieving this?
- What are the possible solutions?

Looking 5-10 years into the future, how would we want local people to describe the University and our students and staff? How would we want our University community to talk about Bath and the local people and area?



Responses at the World Café event

Student participants held mixed views on the relationship with students and local residents.

Some felt the relationship was positive, that the city and University are linked and that the large student population contributes to the local community, for example through volunteering. Some attendees thought that local residents' views of students is good in the day but bad at night, related to alcohol consumption. However, others felt there is a disconnect between the two communities. Still others said they also didn't really know what other local residents thought about them.

Transport was seen as a barrier, both within the city and in the wider region, however some thought the service from First Bus has improved.

Employment locally was discussed and felt to be a positive, however they found it hard to identify the big employers in the city and said those who don't speak English as a first language find it difficult to get work.

Student participants felt that there was limited cultural diversity in Bath, so not all the needs of a diverse student population were met.

Overall, student participants would like local residents to see the University and students as adding value, diversity, and contributing to the economy and creativity of the city and region.

Looking ahead, a number of opportunities for development were identified:

- There was a sense that there was a growing number of students, but not the infrastructure to match. For example, the Virgil Building was seen as helping students, but there was a call for more facilities like this.
- Attendees felt that our student community is unaware of what the University already does with the city, so we should raise awareness in this area.
- Attendees felt the University needs to treat local residents as an important stakeholder and should raise its visibility. Suggestions included opening up opportunities with Bath Spa University and programmes providing city centre solutions.
- The University could do more to help students identify local graduate employment opportunities as students struggled to find the regional 'big hitters'.

"We can help innovate, provide constructive solutions with the city - co-work with council - work together to solve local problems."

"I think as a black student the relationship with the uni and the region is different here so it's hard to have our cultural needs met. So it does not feel like home."

"I think it's hard to think about the relationship with the region because our interaction with the region is when they are trying to sell us stuff on campus on freshers."

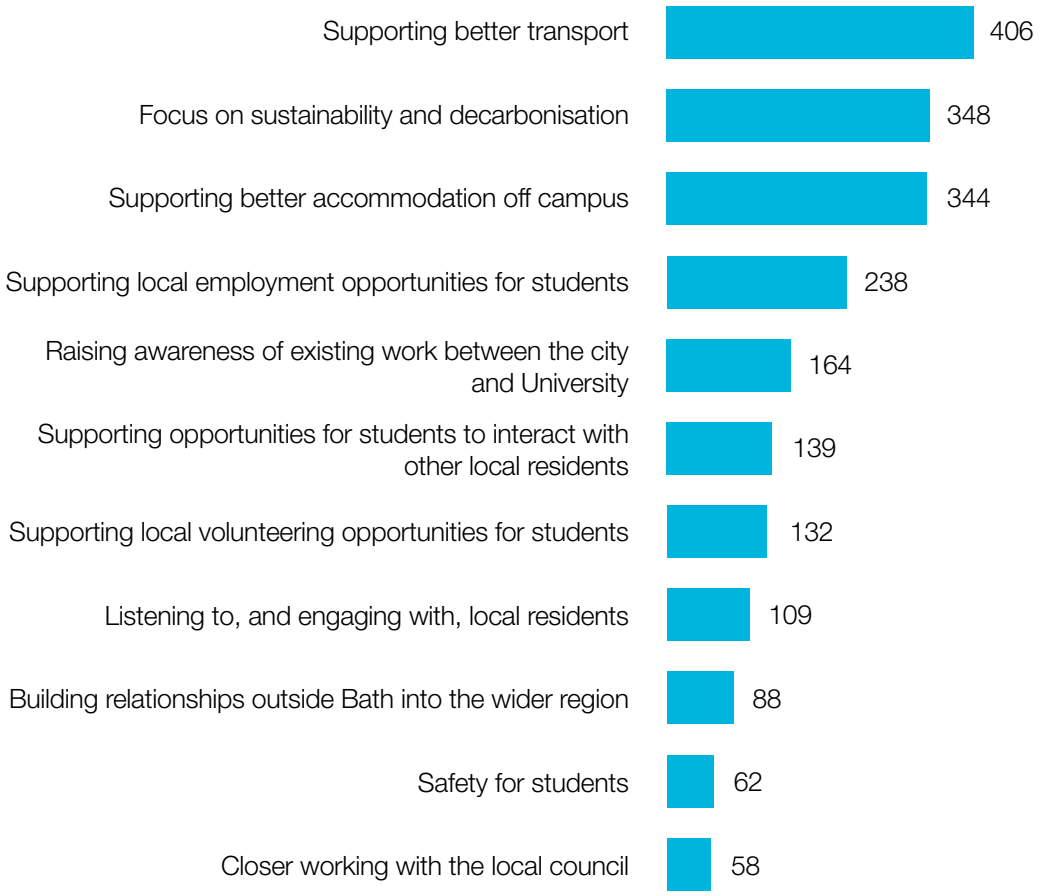
"Want the residents to feel that uni is contributing - articulate the benefits."

Responses from the gallery walk and pop up displays

There were two comments, with calls for the University to actively engage with challenges on housing and to lead the way on decarbonised transport, both in practice and research.

Responses in the survey

What are the top three things the University of Bath could do better in terms of our relationship with Bath and the region? (Scores weighted by ranking)



"The fact that uni is separated from town is beneficial because it allows uni to start on its own and develop (STV)."

"Increase connections with Bristol, Bath, Bradford and Trowbridge."

Staff

The questions we asked

Thinking about the relationship between the University and City of Bath and region today:

- What are the positive aspects?
- What are the negative aspects?

What does a positive, mutually beneficial relationship with our city and region look like?

- What are the obstacles to achieving this?
- What are the possible solutions?

Looking 5-10 years into the future, how would we want local people to describe the University and our students and staff? How would we want our University community to talk about Bath and the local people and area?

Responses at the World Café event

Staff attendees felt there were many positives in the relationship with Bath and the region, including student life adding vibrancy to the city; local research partnerships; engagement events such as Bath Taps; the benefits to local business and facilities open to the public including catering, conference spaces and the extensive sports facilities.

The negatives included concerns that University growth is pricing people out of the city and increasing traffic, with associated complaints about the bus service. There was also a concern that more affluent residents may be heard from more in the relationship with the local community than those in less well-off areas. Some staff felt that the University may be seen as being like 'a castle on the hill with an outpost in The Virgil Building' in the town centre, and thus remote from city life.

Staff participants felt that the University may have a negative reputation within the city of Bath, but when you go beyond the city into the wider region, the University has a very good reputation and is seen positively.

One of the challenges raised was that local media was seen as being interested only in negative stories and 'clickbait', so positive stories such as student community activities are not covered.

Possible areas for development included:

- Increased funding for local community activities and support, more events with our local community such as the previous community festival, to aid better integration between the University and the City.
- The University leading on issues such as environmental impacts, infrastructure and buildings and zero carbon transport. Identifying areas where our research can help most locally.
- More communication about existing benefits for the local community and opportunities to engage, but these must be relevant and useful.

"We can make huge positive impacts, and huge negative impacts too."

"It would be good if community felt we listened to them. There's a perception that we decide things and it is imposed on them e.g. student numbers."

"Open community day on campus should be run again."

"How do you choose the most valuable people/organisations to work within the region to deliver the most added value? e.g. schools whose students well set up to go to university or schools where students are not given opportunities to seek out H.E. options."

"To come in and out of work (e.g. campus) without engaging with the city is too easy, what does this say about our concern for the health of those on our doorstep and the vast resources and knowledge we have that could benefit them?"

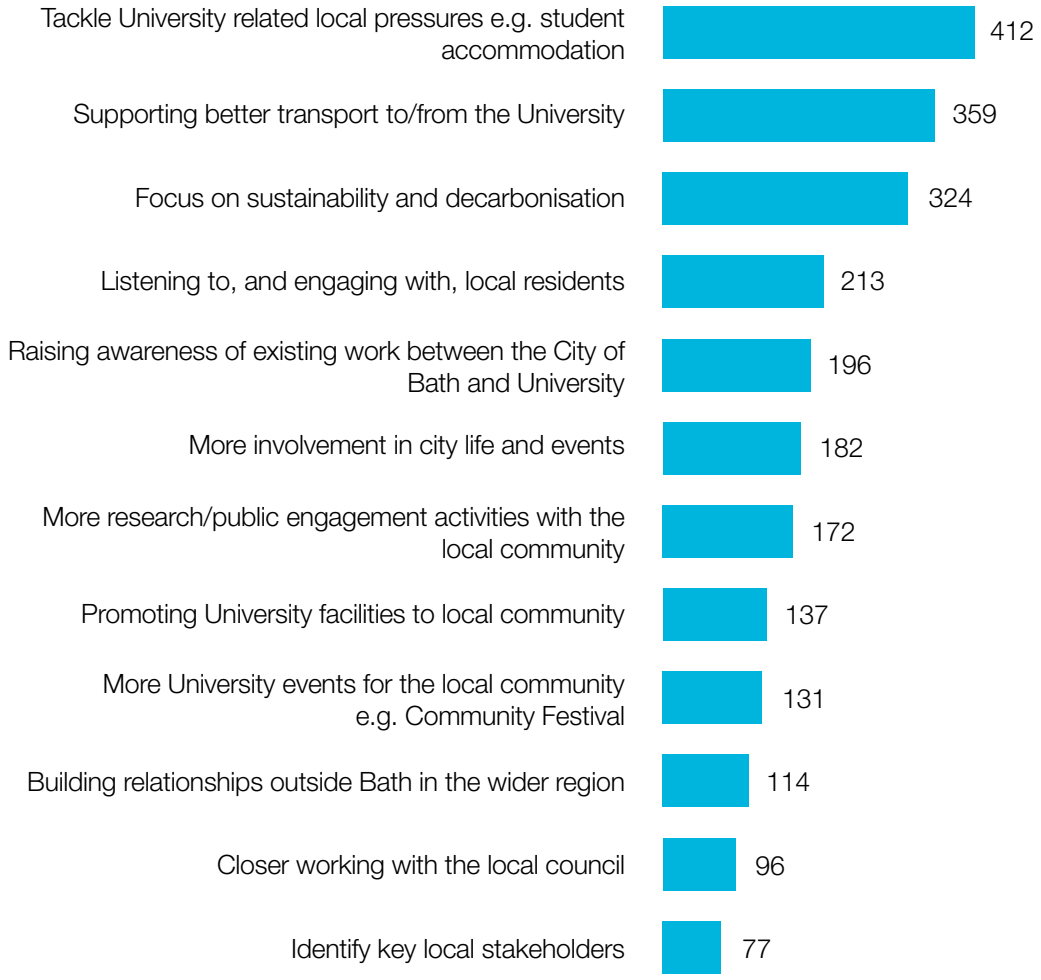
Responses from the gallery walk and pop up displays

The majority of the 22 comments were on partnership and networks, with calls for the University to invest in local services and open up its city centre buildings to the public to appear more accessible. Suggestions also included creating a student village on the Sulis Club to ease pressure on areas of the city.

There was also recognition of the potential to improve the relationship with the city, through a more coordinated approach to engaging with events in the city, and researchers and students working with B&NES Council on addressing local issues.

Responses in the survey

What are the top three things the University of Bath could do better in terms of our relationship with Bath and the region? (Scores weighted by ranking)



Topic 6: Inclusion & widening participation

Students

The questions we asked

Thinking about the University today, what do we do well in terms of being a welcoming and inclusive community? Which areas do we need to improve?

What does 'widening participation' mean to you? What does it mean to have a 'diverse' student body?

Looking to the future:

- In what ways might we need to change to ensure a successful experience for all students given wider participation?
- How do we ensure that all students feel part of the University community?

Responses at the World Café event

Student participants felt pre-arrivals information was reassuring and that induction was good. They talked about there being a friendly and inclusive environment. However, there was a feeling that the University 'looks like a posh private school', that the SU doesn't represent all students and the cost of accommodation in particular can make the University inaccessible.

They also said that while a lot of widening participation activity and opportunities had been identified, more could be done to engage with the broader student body about what 'widening participation' actually is, as there shouldn't be an assumption that it is widely understood.

Student attendees identified the postgraduate taught community as particularly diverse but this does not mean everyone is integrated.

Looking to the future:

- The University could do more to help lower current barriers including language and cultural differences. It was suggested that peer-led tutoring would help with this, as would more events to encourage mixing. Students also wanted more opportunities to practice English.
- Improve communications to Tier 4 Students around disclosure and mentoring.
- There was also a sense that financial challenge was increasing for some students, with costs for activities, transport, accommodation and international student fees.
- The University could do more work with the student community to explain widening participation as a concept, why it is important and what we are doing about it.

"I think it is about asking what we need, once we have been invited here."

"Don't judge things by the top 10%, you need to consider how all students engage, e.g. sports."

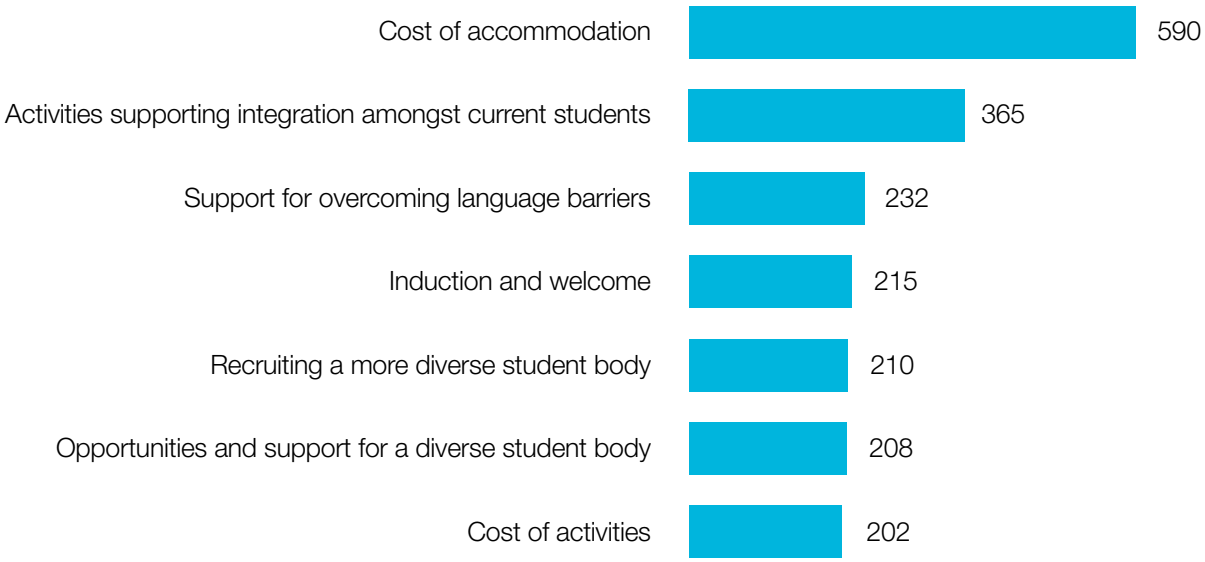
"Making wider community aware of the barriers people who have the wider support have so we don't seem like 'scroungers' taking what we can."

Responses from the gallery walk and pop up displays

There were four comments, including a view that course content is too focused on the UK and Europe with not enough about the Middle East, Asia or Africa; a suggestion to invest in facilities to help diverse students, e.g. bilingual mentors; and a call to have more consideration when allocating accommodation to ensure residences are diverse.

Responses in the survey

What are the top three areas we should prioritise in terms of inclusion and widening participation? (Scores weighted by ranking)



"Different cultural backgrounds are a challenge. I don't know how to make friends with home students, there are exclusive groups and it's hard to join in."

"Must make everyone aware - within and outside uni - WP is not just about tokenism, it's about harnessing different groups' strengths."

Staff

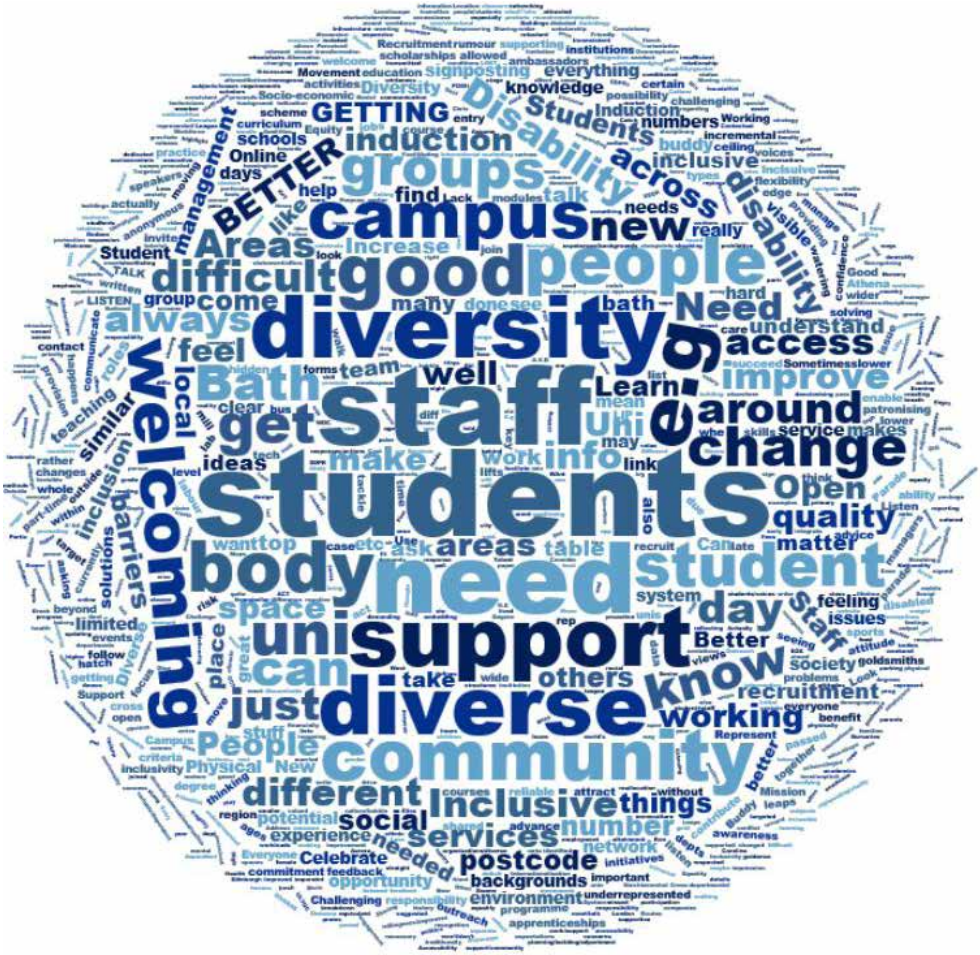
The questions we asked

Thinking about the University today, what do we do well in terms of being a welcoming and inclusive community? Which areas do we need to improve?

What does 'widening participation' mean to you? What does it mean to have a 'diverse' student body?

Looking to the future:

- How do we make the University more welcoming and inclusive to all students and staff?
- What might we need to do differently to support a more 'diverse' student body?
- How do or could we ensure that all students and staff feel part of the University community?



Responses at the World Café event

Staff participants supported the widening participation agenda, but highlighted a number of tensions and challenges facing the University. Attendees felt that the Gold Scholarship Programme was positive, induction was good and there were lots of pockets of excellent practice, but these needed sharing across departments. Staff felt widening participation was about recognising potential and giving young people the opportunities they need, such as alternative pathways to university.

On a strategic level, staff members said there needed to be more top-level commitment to access and inclusion, and that the University needed to diversify the student community. Some staff wondered if the current course offering narrows down the students who will apply. It was also suggested that widening participation needs to be built in at the beginning of programme design, not 'bolted on' afterwards.

Staff attendees also questioned whether there could be a mismatch between the University's promotion of widening participation and students' experience when they arrive. They asked whether we can be sure the University and city is the right place for all students, recognising that Bath is expensive. Staff participants also said that the University assumes students understand cultural and social norms and it needs to help those that don't.

Thinking about the environment for staff, a number of attendees commented that the new Vice-Chancellor had begun to improve the 'feel' of the University and things were changing. Participants highlighted that walking groups and parenting groups help staff come together and suggested guest speakers may also improve cross-departmental communications.

Looking ahead, a number of areas for development were highlighted:

- Staff said recruitment and community engagement needed to work for the local community by offering learning and teaching in a wider skill set then we do currently do. They suggested there were other ways to deliver education more in the community e.g. MOOCs.
- They asked how staff talk about Widening Participation at Open Day and what Outreach is focused on.
- Cost was seen as a barrier to more diverse staff recruitment, so there was a need to provide more information about facilities such as childcare.
- Thinking about inclusion and accessibility more generally, a number of staff said routes across campus were difficult for wheelchair users and parents with pushchairs and there was a need to improve the physical space for everyone.

"Challenge ideas about quality, there is an idea that diversity is watering down the quality when this isn't the case."

"Disability information not passed on to technical staff who are working with students in lab. How do we do this without breaching code of conduct?"

"What can we do to make everyone feel part of the Uni community? We need to listen and act. We have to be doing it before we claim it."

Responses from the gallery walk and pop up displays

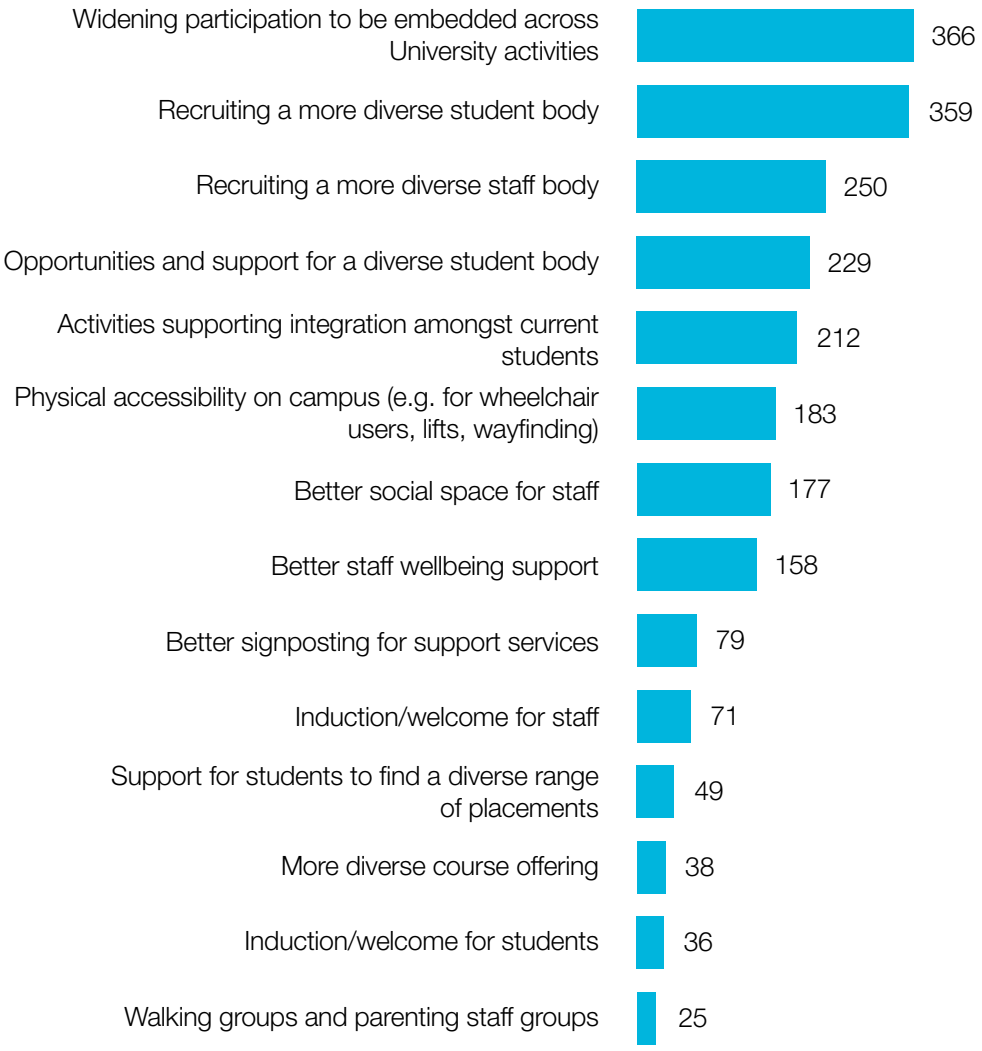
There were 32 comments on this topic, with social space and activities the biggest area. There were several calls to reinstate staff social spaces and clubs and allow staff to use sporting facilities at no charge outside working hours. There was also a suggestion to allow staff to join SU clubs and associations to share experience and skills, and foster wellbeing.

Widening participation was a popular subject with requests to 'embrace inclusivity' with scholarships, promotions and black celebrity endorsements.

Work life balance was also a focus, with a request that training is offered only within normal working hours and a call to increase childcare facilities on campus, given student numbers and the expectation that teaching staff are available to teach between 8:15am and 7:15pm.

Responses in the survey

What are the top three areas we should prioritise in terms of inclusion and widening participation? (Scores weighted by ranking)



Topic 7: Our shared purpose

Students

The questions we asked

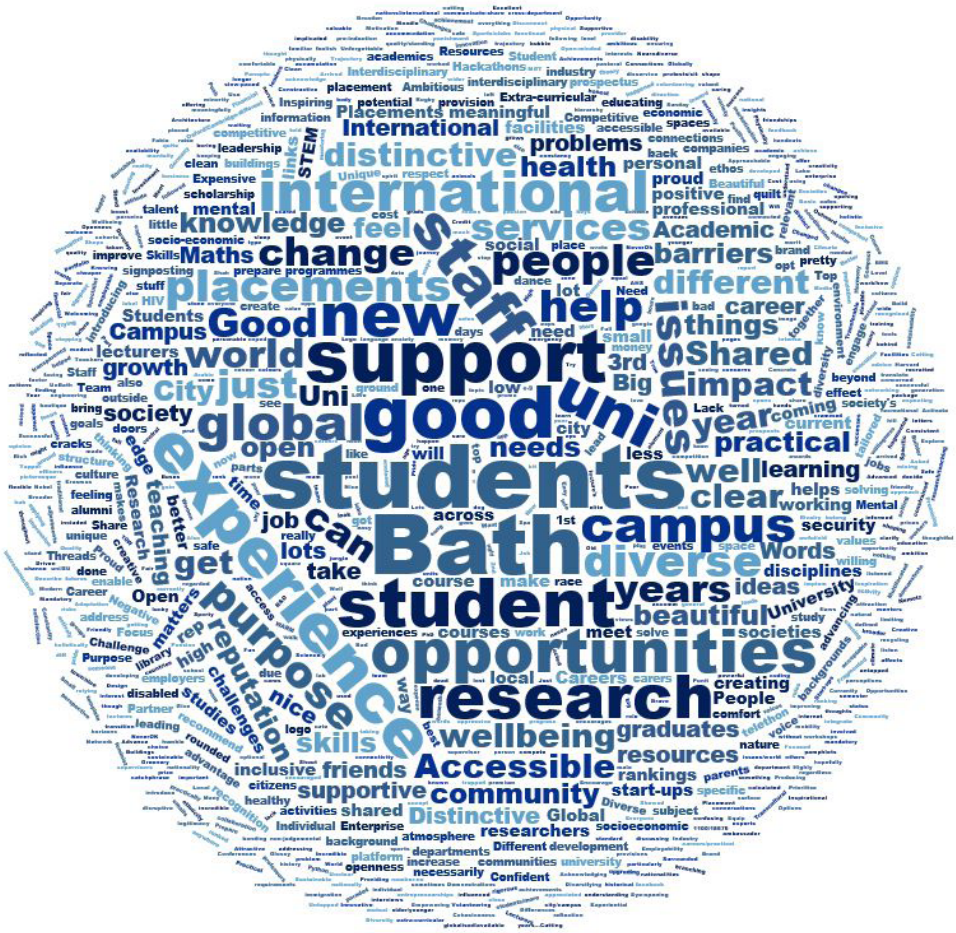
This first section is about sharing experiences and stories. Please try to put aside what you've read about Bath, or what you've been told we are good or bad at and think about your own experiences here. Please describe an experience which made you feel most proud to be a student here, where what you were doing was most connected to what you feel is the University of Bath's purpose and mission?

Thinking about the University today:

- Which words would you use to describe the University of Bath now?
- Do you think that our University is distinctive? What qualities make it so?
- How would you describe the University (our qualities, as well as the campus) to someone who has never been here?

Imagining the University in ten years' time, when you are part of our alumni community, and your aspirations for our future:

- Which words do you hope you'll be able to use to describe the University of Bath?
- How do you think the University could be distinctive or unique?
- How would you describe the shared purpose of the University of Bath?



Responses at the World Café event

The first question about students' experience at Bath attracted many comments highlighting the importance of the sense of community of both staff and students. Student participants felt that the University community wants to listen and build mutual respect.

The University community was felt to be helpful and supportive, enabling collaboration in extracurricular activities as well as studies. Some student participants felt that transitioning into university life was good, with peer mentoring ahead of arrival. However, there were other students whose experience of arrival was not so positive, particularly if they arrived from overseas outside the usual arrival times.

The quality of staff was seen as important, especially lecturers, and their availability outside lectures to answer subject questions and offer support. Extracurricular activities were described as integrated and cohesive with a recognition that there were opportunities across campus that may not be available elsewhere.

Student attendees felt integration was important as there can be a huge number of people of different nationalities on a course, and they felt student societies help people to bond.

When asked to describe the University today, students described the University's reputation and culture as well as the appearance of campus. Some of the words associated with the University were quality, professional, ambitious, flexible, and providing opportunities. Some students didn't identify with the logo, its colours or what the University stands for. Student attendees did reflect that the University was listening, and seemed prepared and willing to change.

The reputation and quality of courses was singled out, with staff seen as approachable and the teaching supportive. Student attendees felt that there was good provision of resources but that this can be overwhelming.

Placement opportunities and support was also praised, with good job opportunities seen as linked to the University's positive reputation with employers.

In terms of distinctiveness, some participants felt the University was specialised in STEM, Management and sports.

"Shared purpose: inspiring the younger generation, creating well rounded alumni who will go and have a positive impact on the world."

"Prioritise relevant local, national, international issues and ensuring we have meaningful impact."

"Disconnect between prospectus and on ground experience."

"How are we distinct e.g. women in engineering?"

However, the University was seen as being competitive, which some students felt could put people off, but they felt it was good once they got a place. Student participants also felt the University and Bath are expensive and there was little diversity in terms of ethnicity or socio-economics.

Many students felt the University's 'modern but historic' location was distinctive and a draw. The University was felt to be in a good location close to town, and compact but a good size. However, there were very different descriptions of the physical environment on campus. Many participants saw campus as beautiful and attractive, especially the planting, and its position on a hill made a big impression on arrival. Others saw campus as ugly and old, or a dated 'concrete jungle' with no central meeting place to connect.

Looking ahead, aspirations for the University's future focused on outcomes for students, diversity and internationalisation.

- Participants wanted to see the University support student life that is varied, tailored and supported, with teaching that develops confident students. They wanted placements and career opportunities that are up to date with industry and prepare students for the future.

- They felt the University had a responsibility to shape students' lives and for them to succeed no matter what success looks like to them. They wanted the University to produce people who were empowered as global citizens, not just graduates.

- Diversity and accessibility came out as strong themes, particularly the desire to be a community that celebrates diversity and is accessible for everyone, enabling social mobility. They wanted to remove any barriers to students working together.

- Student attendees wanted the University to be a 'hub of creativity' that is enriching and inspiring. On research, they felt we should build on our current reputation, and generate new ideas to tackle global issues such as climate change. Participants wanted our research to be cutting-edge and inspiring and for us to recruit top academics including Nobel Prize winners, a 'Harvard of the UK'.

- Student participants also wanted the University of Bath to be known for being enterprising, supporting a high number of start-ups.

- Having a global perspective and awareness was also seen as key, with the desire to be highly ranked (in the top 100) and known globally. This was combined with the aspiration also to have local community impact here in Bath.

"I don't identify with the logo or colour or what the University stands for."

"It's an old, ugly campus, so I thought teaching would be the same - but it's not."

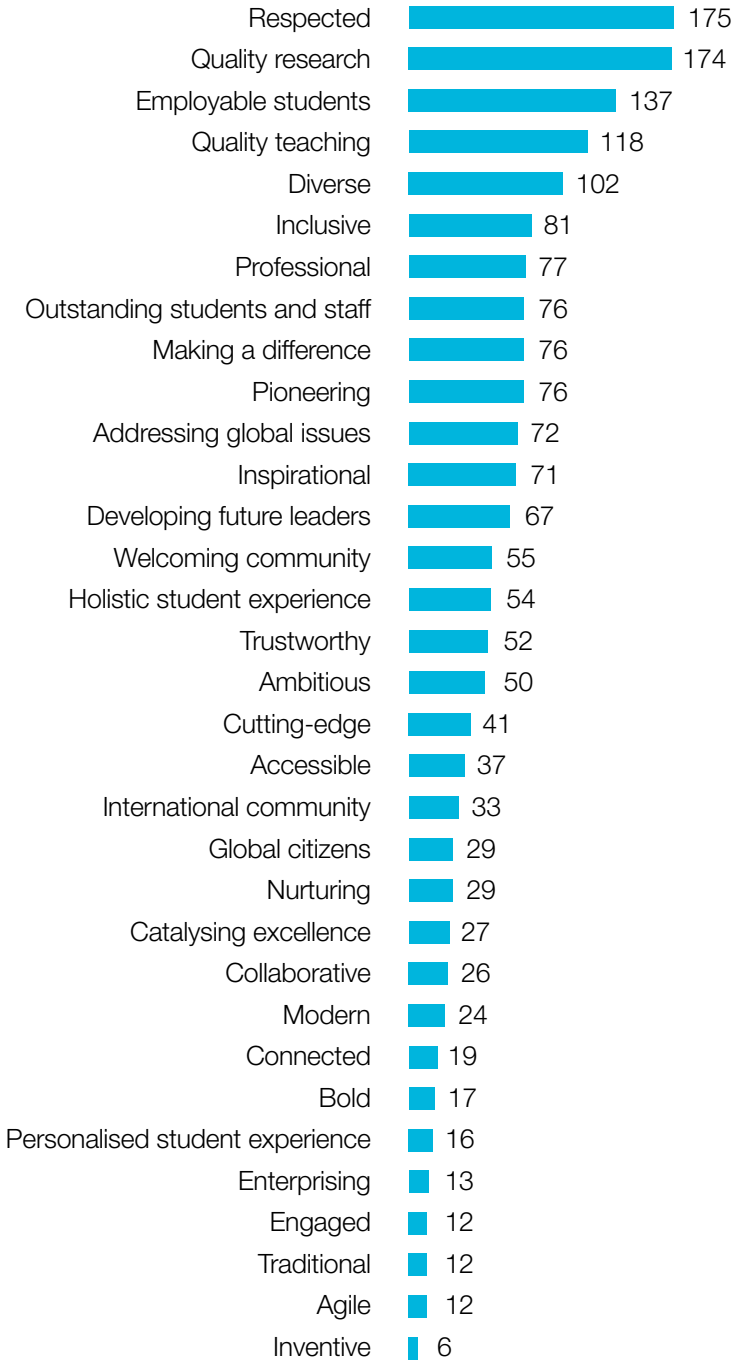
"Distinctive - placements, portfolio, support for students, further studies in a semester."

Responses from the gallery walk and pop up displays

There were two student comments, one asked for increased services for students or reduced recruitment to ease pressure on facilities such as the SU or cafes, and the other asked for new facilities that support diversity, e.g. a black hairdresser.

Responses in the survey

Thinking about the University in 5-10 years' time, which words and phrases do you hope to be able to use about the University of Bath? (Scores weighted by ranking)



Staff

The questions we asked

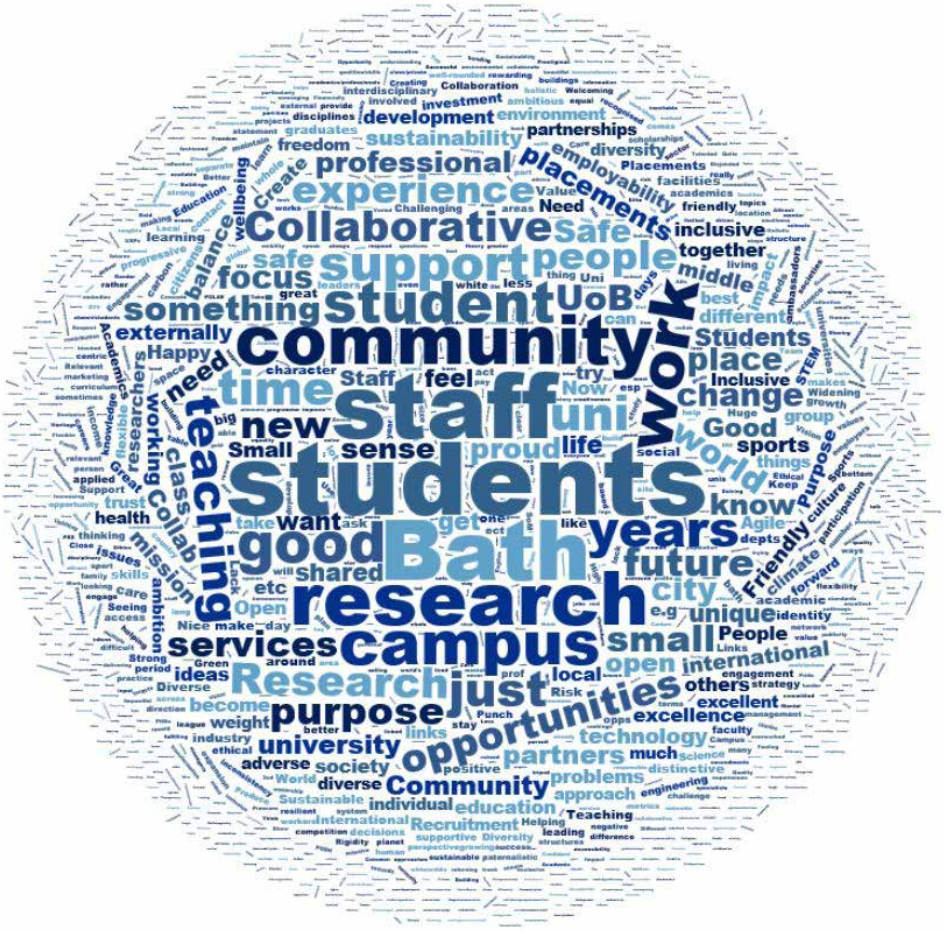
This first section is about sharing experiences and stories. Please try to put aside what you've read about Bath, or what you've been told we are good or bad at, and think about your own experiences here. Please describe an experience which made you feel most proud to work here, where what you were doing was most connected to what you feel is the University of Bath's purpose and mission?

Thinking about the University today:

- Which words would you use to describe the University of Bath now?
- Do you think that our University is distinctive? What qualities make it so?
- How would you describe the University (our qualities, as well as the campus) to someone who has never been here?

Imagining the University in ten years' time and your aspirations for our future:

- Which words do you hope you'll be able to use to describe the University of Bath?
- How do you think the University could be distinctive or unique?
- How would you describe the shared purpose of the University of Bath?


students
Staff
community
Bath
research
campus
Collaborative
support
people
experience
professional
placements
Work
time
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Collaboration
investment
environment
diversity
Placements
facilities
employability
inclusive
together
safe
focus
something
student
UoB
place
Students
change
Inclusive
Good
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Punch
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Students
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Keep
Bottom
Sports
Culture
Purpose
Participation
Forward
Identity
Network
Value
Flexibility

Responses at the World Café event

Reflecting on experiences that made them feel most proud to work here, staff participants said they felt proud of the community of talented people that is now coming together, with great colleagues who work well together as teams. We are at our best when we are collaborative and flexible. They felt that generally the University was getting better at listening and resolving issues, for example on study spaces. The staff community and work in departments made them feel proud, as did student achievements.

Some participants mentioned that opportunities to work together across the University were positive, such as work on our 50th anniversary events. More specifically Open Days and overseas trips were good opportunities to meet and excite applicants.

Some staff attendees felt that the University was a teaching institution which has evolved to balance this with research, and that they were training students to take on the world with a widened experience. They took pride in seeing some students who may be shy when they join the University, but graduate fully fledged.

However, staff felt it was a challenge to provide an excellent quality service with expansion and external pressures. Some staff said that Faculties could coordinate better rather than compete. They also said they did not always feel proud of the University and felt that the positives are only in pockets, not right across the organisation. There was also recognition that our student body is not diverse and questions on how this could be improved.

There was a lot of discussion about how the University is perceived externally and internally. Staff participants said they didn't know what the Mission and Value statements were, and that while other organisations have clear straplines, ours isn't visible. Looking externally, they felt lots of Universities are the same, and while Bath looks good from inside, they felt that from the outside it's not so remarkable.

When asked to describe the University today, there was a huge variety of views.

Some staff felt the University was high quality in a small package ("small is beautiful") with an outstanding campus, people and departments that foster interdisciplinary thinking. Others felt the University was friendly, homely, collaborative, progressive, smart and aspirational and that we are only restrained by our resources, not our ambitions.

Staff participants said that students are the focus, the University was good at asking students what they think, and this produces student success stories and great ambassadors.

There were also criticisms, with some people feeling there was a lack of strategic direction, that the University was disjointed and tired, and our campus is brutalist and harsh. This was reflected in words used such as regressive, tame and risk-averse.

"Helping to solve the world's biggest problems - climate change."

"Vision statement - building the diverse and ethical leaders of tomorrow."

"But maybe slight monoculture, living costs a huge factor/barrier to lower income students."

"Conversations about diversity - white middle class"

While some staff held that our focus on STEM, placements and sports made the University unique, there was also a feeling expressed by some staff that the University was not particularly distinctive. Some staff felt the University needed to be more purposeful and bolder.

Looking ahead, staff attendees' aspirations for the University's future were that it should be ambitious, innovative, agile, responsive and pioneering. There was a sense of urgency among some staff participants that the University needed to decide what it wanted to be.

- Participants felt that excellence in research and teaching remained important. They also felt the global picture was extremely important, with a need to build a stronger international profile, including a focus on placements and exchanges and increasing our position in the world rankings. Some staff felt local community was important and asked how we could build our relationship with the city.

- Staff members wanted a focus on the best students coming here without any barrier and "an education for life not just living", producing well-rounded graduates. They wanted to see the University creating the diverse and ethical leaders of tomorrow, making a positive impact on the world and transforming societies.

- Staff attendees also looked to the digital environment, to consider how the University moved online with a 'virtual' University and developing technology to enable learning off campus.

- Research impact came to the fore in some discussions, with a call to emphasise applied research, and mentions that research on climate change has moved forwards.

- Staff participants felt the organisation was currently operating in silos and needed to be prepared to change. This was felt to be particularly important as there were multifaceted challenges for the University as well as for individuals, for example, climate change. The University needs to be both ecologically and economically sustainable, with staff participants wanting the organisation to be carbon neutral and financially secure.

- Overall, participants wanted to see a University that was a happy, thriving community that is people-centric, diverse, inclusive and positive on mental health. There was a desire to see us provide a great student experience as well as helping to solve global issues to stay relevant in the future.

Responses from the gallery walk and pop up displays

There were 39 comments from staff on this topic. There was mix of views on how they saw the University now, with some seeing it as overcrowded, fragmented, traditional and 'a bit behind the times' with silo working. Others however praised its sense of community, our beautiful campus and city, and highlighted its 'excellent and impactful' research.

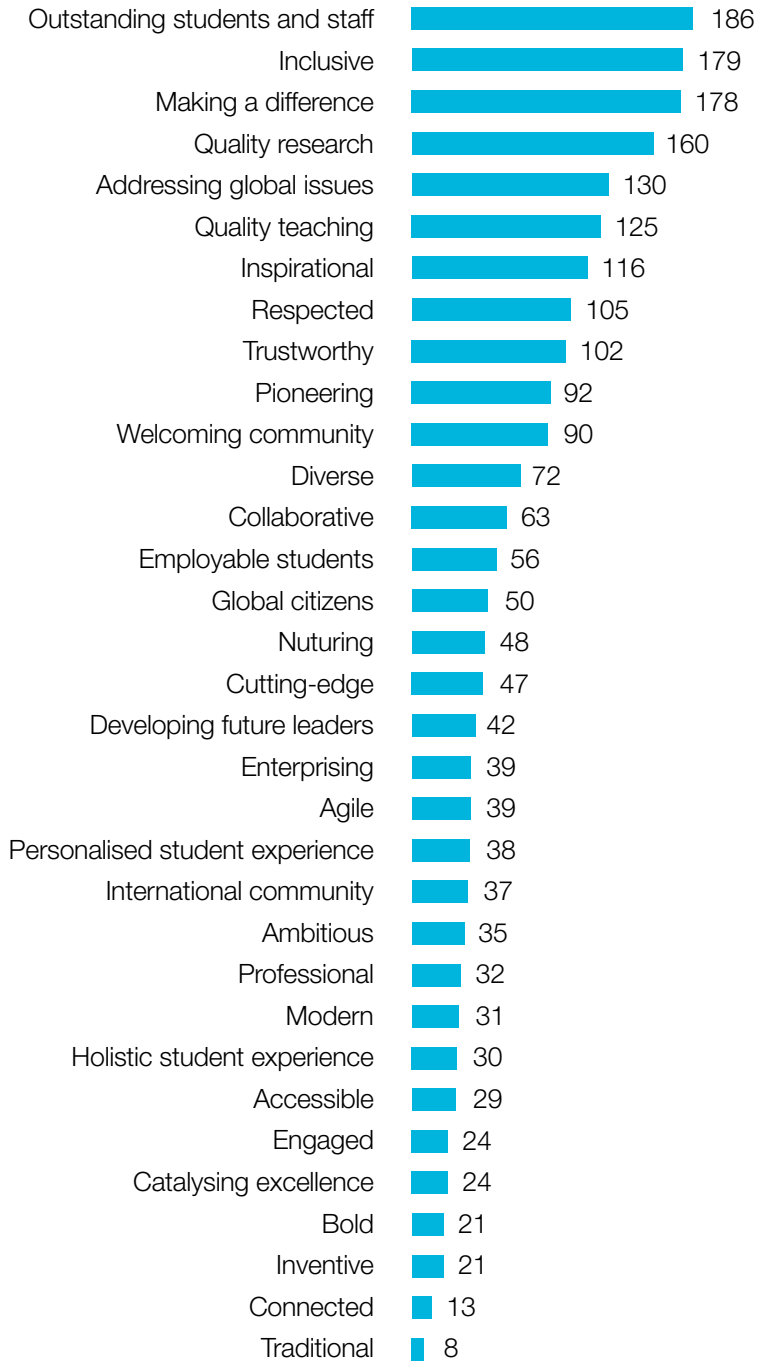
One member of staff said they thought the University could be a kinder place, that people are over-critical of each other, with another encouraging better promotion of a pleasant working environment and making the most of outside space on campus.

The new Vice-Chancellor was praised for listening, and celebrating the achievements of both students and staff.

One suggestion for the future from a member of staff was "I would like to see a modern, large, future focused, ethical university with a clear ambition to remain excellent - and a strategy to make that ambition a reality. I want to be part of something exciting and innovative…I think most staff would be more productive and engaged by that environment."

Responses in the survey

Thinking about the University in 5-10 years' time, which words and phrases do you hope to be able to use about the University of Bath? (Scores weighted by ranking)



Other ideas

Students and staff were given the opportunity to offer ideas that did not fit neatly into the main topic areas in the Gallery Walk and pop up exhibitions.

As a final question in the survey they were also asked: “Overall, is there another area you think the University should prioritise, that you haven’t had the opportunity to feedback in the survey?”

Students

There were five comments from students across a spread of topics in the Gallery Walk and pop up exhibitions. Most covered areas already raised under the other topics, apart from a suggestion to improve access at Parade level between Wessex House and 8 West, given the heavy footfall during peak times, and another to establish campus vegetable gardens to raise the profile of food security in response to the climate emergency.

Of the 169 responses in the survey, most comments were on themes already raised in the other engagement exercises including student experience, campus environment, inclusivity, learning and teaching, sustainability and mental health support and awareness.

Several comments also echoed the theme of integration from the perspective of domestic and international students, with some feeling the language barrier was an impediment to learning.

The survey was sent to distance learning students and a small number described issues of isolation and a desire to make the most of the time they do have on campus.

Staff

Of the 38 comments from staff In the Gallery Walk and pop up exhibitions, the majority focused on themes already raised under the other topics, including staff experience, the campus environment and transport. Career development was also highlighted, with a request to use the apprenticeship levy to allow staff to study for an MBA.

There were 332 comments from staff in the survey, most of which echoed comments made in the other engagement exercises including staff experience, learning and teaching, sustainability and transport.

Flexible working and family friendly policies were also seen as either not going far enough or inconsistently applied across the organisation.

A lack of coordination attracted a large number of comments, as did perceptions of bureaucracy and lack of agility, with some staff attributing this to a perceived hierarchical structure.

Some staff also called for the organisation to become a civic university.

Appendix 1: Coded results of World Café events and Gallery Walk comment cards

Topic 1: Research excellence

Students

World Café	
Row Labels	Count of Category
Visibility	**59**
Internal	32
Story telling	18
External	9
Learning and Teaching	**32**
Methodology	14
PG	8
Support & Information	6
Quality	4
Strategy	**31**
Impact	10
Direction	8
Resources	6
Subject Focus	5
Sustainability	2
Reputation	**11**
Perception	11
Partnerships and network	**5**
Strategy	3
Alumni	1
Internal	1
Inclusivity	**2**
Culture	2
Extra-curricular	**1**
Sports and societies	1
Location	**1**
City environment	1
Grand Total	**142**

Comment cards	
Row Labels	Count of Category
Strategy	**2**
Sustainability	1
Resources	1
Visibility	**1**
Internal	1
Reputation	**1**
Perception	1
Grand Total	**4**

Topic 1: Research excellence (continued)

Staff

World Café

Row Labels	Count of Category
Strategy	**165**
Direction	64
Resources: Infrastructure	23
Resources: Funding	19
Resources: People	19
Impact	10
Scale	8
Sustainability	8
Resources: Research Support	6
Agility	5
Subject Focus	3
Partnerships and network	**38**
Strategy	20
Collaboration	17
Internal	1
Visibility	**34**
External	22
Internal	9
Story telling	3
Staff experience	**23**
Career development	12
Culture	5
Silos	3
Workload	2
Social space & activities	1
Reputation	**15**
Perception	10
Ranking	5
Grand Total	**275**

Comment cards

Row Labels	Count of Category
Strategy	**26**
Resources: People	10
Direction	4
Resources: Infrastructure	3
Impact	2
Scale	2
Resources: Funding	2
International	1
Measurement	1
Resources: Research Support	1
Partnerships and network	**10**
Strategy	6
Collaboration	2
Internal	1
External	1
Reputation	**2**
Perception	2
Staff experience	**2**
Culture	1
Career development	1
Visibility	**1**
Internal	1
Grand Total	**41**

Topic 2: International partnerships and opportunities

Students

World Café

Row Labels	Count of Category
Inclusivity	**23**
Diversity	9
Culture	8
Student fees	4
Integration	2
Partnerships and network	**14**
Strategy	10
Alumni	2
International	2
Learning and Teaching	**9**
Placements	9
Reputation	**8**
Ranking	5
Recruitment	2
Perception	1
Student Development & Future	**7**
Careers & Opportunities	7
Student experience	**6**
Welcome	2
Culture	2
Students' Union	1
International	1
Strategy	**6**
Direction	3
Brexit	3
Research	**5**
Careers & Opportunities	5
Location	**2**
Campus	2
Grand Total	**80**

Comment cards

Row Labels	Count of Category
Student experience	**1**
Finances	1
Grand Total	**1**

Topic 2: International partnerships and opportunities (continued)

Staff

World Café

Row Labels	Count of Category
Strategy	**102**
Direction	34
Geographic focus	17
Student Recruitment	12
Resources: Funding	11
Clarity	8
Measurement	7
Sustainability	6
Resources: People	4
Agility	3
Partnerships and network	**33**
Strategy	19
Collaboration	13
Internal	1
Reputation	**21**
Perception	10
Ranking	10
Star	1
Research	**13**
Strategy	7
Star	6
Visibility	**9**
Internal	8
External	1
Staff experience	**1**
Culture	1
Grand Total	**179**

Comment cards

Row Labels	Count of Category
Strategy	**5**
Direction	2
Resources: Funding	2
Geographic focus	1
Partnerships and network	**3**
Strategy	2
Collaboration	1
Reputation	**1**
Ranking	1
Grand Total	**9**

Topic 3: Student experience

Students

World Café

Row Labels	Count of Category
Learning and Teaching	**38**
Methodology	22
Placements	9
Quality	7
Strategy	**6**
Sustainability	3
Subject Focus	3
Reputation	**5**
Ranking	3
Recruitment	1
Perception	1
Location	**5**
Campus	3
City environment	2
Extra-curricular	**4**
Sports and societies	3
Welcome	1
Student Development & Future	**3**
Careers & Opportunities	3
Services	**3**
Signposting	2
Availability	1
Inclusivity	**3**
Culture	3
Mental health / support	**3**
Services	2
Awareness	1
Partnerships and network	**2**
Strategy	1
International	1
Research	**1**
Careers & Opportunities	1
Grand Total	**73**

Comment cards

Row Labels	Count of Category
Mental health / support	**2**
Services	1
Awareness	1
Learning and Teaching	**1**
Methodology	1
Widening participation	**1**
Strategy	1
Student experience	**1**
Transport	1
Location	**1**
Campus	1
Services	**1**
Availability	1
Inclusivity	**1**
Culture	1
Reputation	**1**
Perception	1
Grand Total	**9**

Topic 3: Student experience (continued)

Staff

World Café

Row Labels	Count of Category
Strategy	**99**
Direction	39
Virtual environment	17
Resources: Infrastructure	16
Listening & Feedback	8
International	7
Agility	4
Sustainability	4
Student Recruitment	2
Resources: People	2
Learning and Teaching	**42**
Methodology	14
PG	10
Placements	9
Quality	9
Student Development & Future	**34**
Employability	14
Life skills	11
Managing Uni Life	5
Creating citizens	4
Inclusivity	**13**
Diversity	9
Culture	4
Location	**12**
Campus	8
City environment	4
Staff experience	**10**
Culture	8
Family friendly	1
Transport	1
Reputation	**9**
Perception	8
Ranking	1
Mental health / support	**8**
Services	7
Awareness	1
Partnerships and network	**8**
Internal	7
Collaboration	1

World Café (continued)

Row Labels	Count of Category
Services	**7**
Availability	7
Extra-curricular	**5**
Sports and societies	5
Widening participation	**4**
Strategy	3
Funding & Costs	1
Grand Total	**251**

Comment cards

Row Labels	Count of Category
Strategy	**6**
Resources: Infrastructure	3
Direction	1
Sustainability	1
Resources: People	1
Staff experience	**5**
Value / recognition	2
Workload	1
Career development	1
Transport	1
Learning and Teaching	**5**
Methodology	3
Placements	1
PG	1
Inclusivity	**2**
Diversity	1
Disability	1
Partnerships and network	**2**
Internal	1
Engagement & Integration	1
Location	**1**
Campus	1
Widening participation	**1**
Funding & Costs	1
Services	**1**
Availability	1
Grand Total	**23**

Topic 4: Wellbeing

Students

World Café

Row Labels	Count of Category
Student experience	**30**
Managing Uni Life	24
NeverOK	3
Welcome	1
Finances	1
Culture	1
Mental health / support	**20**
Services	12
Barriers	5
Awareness	3
Inclusivity	**11**
International	4
Representation	3
Diversity	3
Culture	1
Location	**10**
Campus	10
Learning and Teaching	**6**
Placements	3
Support & Information	2
Methodology	1
Services	**4**
Availability	4
Extra-curricular	**4**
Sports and societies	4
Partnerships and network	**3**
Internal	3
Visibility	**1**
External	1
Reputation	**1**
Perception	1
Grand Total	**90**

Comment cards

Row Labels	Count of Category
Student experience	**3**
Managing Uni Life	3
Mental health / support	**2**
Services	1
Barriers	1
Inclusivity	**1**
Disability	1
Grand Total	**6**

Topic 4: Wellbeing (continued)

Staff

World Café

Row Labels	Count of Category
Staff experience	**137**
Culture	32
Manager relationship	25
Value / recognition	23
Career development	16
Workload	8
Flexible working	8
Silos	8
Transport	6
Social space & activities	5
Family friendly	3
Sports and societies	3
Mental health / support	**59**
Awareness	18
Barriers	17
Services	14
Accountability	10
Strategy	**40**
Direction	15
Resources: People	9
Resources: Infrastructure	6
Agility	6
Resources: Funding	4
Location	**11**
Campus	11
Inclusivity	**6**
Diversity	6
Partnerships and network	**4**
Internal	4
Student Development & Future	**1**
Employability	1
Grand Total	**258**

Comment cards

Row Labels	Count of Category
Staff experience	**48**
Transport	10
Social Space & Activities	10
Culture	8
Value / recognition	5
Workload	5
Sports and societies	4
Manager relationship	2
Career development	2
Flexible working	1
Silos	1
Strategy	**15**
Resources: Infrastructure	9
Resources: Funding	4
Direction	2
Location	**9**
Campus	9
Mental health / support	**8**
Services	4
Barriers	3
Awareness	1
Widening participation	**1**
Barriers	1
Grand Total	**81**

Topic 5: Bath and the region

Students

World Café

Row Labels	Count of Category
Partnerships and network	**34**
Residents	17
Engagement & Integration	10
Local partnerships and network	6
Wider region	1
Location	**13**
City environment	13
Student experience	**12**
Transport	12
Strategy	**10**
Sustainability	5
Resources	5
Inclusivity	**9**
Diversity	9
Student Development & Future	**8**
Careers & Opportunities	8
Extra-curricular	**3**
Sports and societies	3
Services	**1**
Availability	1
Grand Total	**90**

Comment cards

Row Labels	Count of Category
Location	**1**
City environment	1
Strategy	**1**
Sustainability	1
Grand Total	**2**

Topic 5: Bath and the region (continued)

Staff

World Café

Row Labels	Count of Category
Partnerships and network	**141**
Engagement & Integration	43
Strategy	33
Residents	32
Pride / belonging	16
Local partnerships and network	10
Wider region	4
Economic benefit	3
Strategy	**34**
Resources: Infrastructure	19
Sustainability	15
Location	**17**
City environment	17
Visibility	**15**
External	15
Inclusivity	**13**
Diversity	13
Services	**8**
Availability	8
Grand Total	**228**

Comment cards

Row Labels	Count of Category
Partnerships and network	**13**
Economic benefit	4
Strategy	2
Wider region	2
Engagement & Integration	2
Local partnerships and network	2
Pride / belonging	1
Strategy	**7**
Resources: Infrastructure	7
Visibility	**1**
External	1
Location	**1**
City environment	1
Grand Total	**22**

Topic 6: Inclusion & widening participation

Students

World Café

Row Labels	Count of Category
Student experience	**46**
International	16
Finances	13
Students' Union	11
Culture	4
Managing Uni Life	2
Diversity	**30**
Culture	15
Integration	6
PG	3
Awareness	3
Representation	2
Disability	1
Services	**16**
Signposting	8
Availability	5
Barriers	3
Widening participation	**12**
Strategy	10
Awareness	2
Extra-curricular	**12**
Sports and societies	12
Learning and Teaching	**10**
Support & Information	5
Quality	2
Methodology	2
Placements	1
Student Development & Future	**3**
Careers & Opportunities	3
Location	**2**
City environment	1
Campus	1
Strategy	**1**
Subject Focus	1
Mental health / support	**1**
Services	1
Grand Total	**133**

Comment cards

Row Labels	Count of Category
Student experience	**2**
International	2
Diversity	**1**
Culture	1
Learning and Teaching	**1**
Methodology	1
Grand Total	**4**

Topic 6: Inclusion & widening participation (continued)

Staff

World Café

Row Labels	Count of Category
Strategy	**80**
Direction	47
Resources: People	11
Listening & Feedback	11
Virtual environment	5
Student Recruitment	4
International	2
Widening participation	**60**
Strategy	38
Funding & Costs	8
Awareness	8
Barriers	6
Staff experience	**33**
Culture	12
Induction	10
Silos	6
Social space & activities	2
Manager relationship	2
Family friendly	1
Diversity	**32**
Representation	10
Disability	9
Culture	8
Awareness	5
Location	**18**
Campus	17
City environment	1
Visibility	**15**
External	8
Internal	7
Services	**9**
Signposting	7
Availability	2
Partnerships and network	**5**
Internal	4
Local partnerships and network	1

World Café (continued)

Row Labels	Count of Category
Reputation	**3**
Perception	3
Mental health / support	**2**
Services	2
Grand Total	**257**

Comment cards

Row Labels	Count of Category
Staff experience	**9**
Social Space & Activities	3
Transport	2
Sports and societies	2
Value / recognition	1
Induction	1
Strategy	**7**
Resources: People	3
Clarity	1
Resources: Infrastructure	1
Direction	1
International	1
Widening participation	**7**
Strategy	6
Barriers	1
Diversity	**3**
Representation	2
Awareness	1
Location	**3**
Campus	3
Extra-curricular	**1**
Sports and societies	1
Learning and Teaching	**1**
Methodology	1
Services	**1**
Availability	1
Grand Total	**32**

Topic 7: Our shared purpose

Students

World Café

Row Labels	Count of Category
Strategy	**38**
Direction	28
Subject Focus	3
Sustainability	3
Impact	2
Resources	1
Listening & Feedback	1
Learning and Teaching	**33**
Methodology	10
Support & Information	8
Placements	8
Quality	6
PG	1
Location	**26**
Campus	19
City environment	7
Student Development & Future	**25**
Careers & Opportunities	18
Creating citizens	7
Reputation	**17**
Perception	12
Ranking	5
Student experience	**15**
Culture	6
Managing Uni Life	5
Welcome	1
Students' Union	1
Finances	1
NeverOK	1
Partnerships and network	**14**
Internal	8
Strategy	4
External	2
Inclusivity	**14**
Culture	7
Diversity	5
Representation	1
International	1

World Café (continued)

Row Labels	Count of Category
Extra-curricular	**8**
Sports and societies	8
Services	**8**
Signposting	3
Barriers	3
Availability	2
Widening participation	**7**
Strategy	6
Awareness	1
Research	**3**
Strategy	2
Careers & Opportunities	1
Mental health / support	**2**
Services	1
Awareness	1
Grand Total	**210**

Comment cards

Row Labels	Count of Category
Inclusivity	**1**
Culture	1
Strategy	**1**
Resources	1
Grand Total	**2**

Topic 7: Our shared purpose (continued)

Staff

World Café

Row Labels	Count of Category
Strategy	**281**
Direction	100
Sustainability	37
Scale	24
Agility	22
Subject Focus	18
Resources: Infrastructure	17
Clarity	13
Resources: People	13
International	8
Listening & Feedback	7
Resources: Funding	7
Measurement	4
Virtual environment	4
Impact	4
Student Recruitment	3
Staff experience	**108**
Culture	71
Value / recognition	16
Silos	6
Career development	6
Workload	5
Family friendly	2
Social space & activities	1
Sports and societies	1
Partnerships and network	**57**
Internal	24
Engagement & Integration	15
Strategy	9
Collaboration	9
Widening participation	**37**
Strategy	35
Funding & Costs	2
Location	**37**
City environment	25
Campus	12

World Café (continued)

Row Labels	Count of Category
Reputation	**25**
Perception	19
Ranking	6
Learning and Teaching	**24**
Placements	15
Methodology	4
Quality	3
PG	2
Research	**22**
Strategy	18
Quality	4
Student Development & Future	**21**
Creating citizens	9
Employability	8
Life skills	4
Inclusivity	**18**
Diversity	13
Representation	3
Disability	2
Extra-curricular	**12**
Sports and societies	12
Visibility	**8**
External	5
Internal	3
Mental health / support	**7**
Services	7
Services	**6**
Availability	6
Grand Total	**663**

Topic 7: Our shared purpose (continued)

Staff

Comment cards	
Row Labels	Count of Category
Strategy	**14**
International	4
Resources: Infrastructure	3
Direction	2
Subject Focus	1
Scale	1
Sustainability	1
Listening & Feedback	1
Resources: Funding	1
Staff experience	**8**
Value / recognition	3
Social Space & Activities	2
Culture	2
Silos	1
Location	**7**
Campus	7
Partnerships and network	**3**
Internal	2
Strategy	1
Research	**3**
Quality	2
Strategy	1
Widening participation	**1**
Strategy	1
Student Development & Future	**1**
Creating citizens	1
Reputation	**1**
Ranking	1
Learning and Teaching	**1**
Quality	1
Grand Total	**39**

Our University
Our Future

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BATH

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