STRATEGY UPDATE: GLOBAL ENGAGEMENT

Vincenzo Raimo
Pro-Vice-Chancellor (Global Engagement)

16 May 2017
GLOBAL ENGAGEMENT STRATEGY

- 2015: consultation
- 2016: approved strategy
  - KPIs to 2020/2026
  - key features and next steps
- 2017: updates & new developments
  - progress against (some) KPIs
  - curriculum framework
Our vision for 2026 is that the University of Reading will be a vibrant, thriving, sustainable, **global** and broad-based institution, responsive to, **stimulated by** and informing changes in the world **around us**. As a result we will be significantly **larger in terms of students, global reach and presence**, and revenue.
GE STRATEGY KPIs 2015 to 2020

- **international student enrolments**: to grow by c40% (baseline 1739) *(revised downwards – esp. PGT)*
- **off-shore education**: to grow by 80% (baseline 2456)
- percentage of **enrolments through pathways**: 20% (baseline 5%)
- percentage of graduating class to have undertaken **international mobility**: 20% (baseline 3% but on a different measure)
- **internationalising the student**: introduction of new curriculum framework and internationalisation toolkit (no baseline – adoption target to be set)
- international **student experience**: still in project phase
- **research partnerships**: still in development but focus on joint PhDs and international research funding opportunities
PROGRESS AGAINST KPIs

- **internationalising the curriculum** (Elizabeth McCrum)
- **international student experience** (Clare Furneaux)
- **student mobility** (Roger Gibbard/ Marcus Dowse)
- **student recruitment** (Kerry France)
- **pathways, partnerships & off-shore education** (Steve Thomas, David Carter, Roger Gibbard)
- **research partnerships** (Doug Saddy)
THE CURRICULUM FRAMEWORK

Dr Elizabeth McCrum
Teaching & Learning Dean

16 May 2017
THE CURRICULUM FRAMEWORK

• Across the University we are reviewing all of our undergraduate programmes by 2019
• We have established a Framework
• This will be used in:
  • the design of new programmes
  • The review of existing programmes
THE CURRICULUM FRAMEWORK

• The University of Reading Curriculum Framework
  • articulates the knowledge, competencies and skills that we want our graduates to attain
  • establishes a set of academic principles upon which our curriculum is based
  • defines a set of pedagogic principles which underpin our curriculum
GRADUATE ATTRIBUTES

Global engagement and multi-cultural awareness

Intercultural competence and global outlook. Social and civic responsibility. Ability to collaborate effectively and adapt to different work or study contexts. Appreciation of multiple perspectives and valuing of diversity.
ACADEMIC PRINCIPLES

Global

The curriculum is not limited by the scholarly perspective of one culture or country; rather, it is defined by the opportunities it gives students to consider global perspectives on their subject and its application, and to develop intercultural competence.
PEDAGOGIC PRINCIPLES

Students are part of a community of learners; their programme provides them with opportunities to learn collaboratively as well as individually.

proactive and anticipatory account of the varied student body, including, for example, educational, cultural and social backgrounds and experiences....
Preparing our graduates to live in a global society
EXAMPLES

• Content- knowledge, skills, concepts. Cultural contexts of knowledge

• Values and Competencies- discipline specific. Developed progressively across a programme, embedded in learning outcomes

• Pedagogy- Engaging with multiple perspectives. Training and support to work effectively in a variety of cross cultural group work situations. Inclusive teaching practices.

• Resources- internationally informed research. Cultural and linguistic diversity
EXAMPLES

• Feedback on, and assessment of, global knowledge, competencies and skills
• Opportunities - field trips, placements, study abroad, language learning, case studies, drawing on student experiences/contexts
USEFUL RESOURCES

• University of Reading Curriculum Framework
• Engage in Curriculum Review
• T & L Reading Newsletter: Curriculum Framework Special Issue
• CQSD
• T&L programme
• IoC in Action (Australia)
  http://www.ioc.global/index.html
STUDENT MOBILITY

Roger Gibbard/ Marcus Dowse

• very ambitious targets: 20% by 2020, 33% by 2026

• making progress – almost 10% of the UoR graduating class last year studied abroad

• but study abroad opportunities and take-up uneven among subject areas
<table>
<thead>
<tr>
<th>Department</th>
<th>2014/5</th>
<th>2015/6</th>
<th>Change (% points)</th>
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</thead>
<tbody>
<tr>
<td>Art</td>
<td>26.0%</td>
<td>30.0%</td>
<td>4.0%</td>
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<tr>
<td>Film, Theatre &amp; Television</td>
<td>3.2%</td>
<td>8.6%</td>
<td>5.3%</td>
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<tr>
<td>Typography &amp; Graphic Communication</td>
<td>6.5%</td>
<td>2.7%</td>
<td>-3.7%</td>
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<td>0.0%</td>
<td>-0.6%</td>
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<td>Classics</td>
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<td>2.4%</td>
<td>0.2%</td>
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<tr>
<td>History</td>
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<td>17.0%</td>
<td>10.2%</td>
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<td>Philosophy</td>
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<td>5.0%</td>
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<td>Law</td>
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<td>English Literature</td>
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<tr>
<td>Mod. Languages &amp; European Studies</td>
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<td>94.8%</td>
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<td>Business &amp; Management</td>
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<td>3.5%</td>
<td>-2.1%</td>
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<td>Biological Sciences</td>
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<td>3.9%</td>
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<td>Archaeology</td>
<td>8.3%</td>
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<td>-8.3%</td>
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<tr>
<td>Geography &amp; Environmental Science</td>
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<td>71.3%</td>
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<td>Construction Management &amp; Engineering</td>
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<td>Mathematics and Statistics</td>
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<td>0.0%</td>
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<td>Meteorology</td>
<td>45.0%</td>
<td>60.0%</td>
<td>15.0%</td>
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<td>Systems Engineering</td>
<td>0.0%</td>
<td>1.2%</td>
<td>1.2%</td>
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<tr>
<td><strong>University Total (KPI)</strong></td>
<td><strong>6.7%</strong></td>
<td><strong>9.1%</strong></td>
<td><strong>2.4%</strong></td>
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STUDENT MOBILITY

Roger Gibbard/ Marcus Dowse

• Barriers to mobility
  ❖ accommodation
  ❖ programme structures
  ❖ opportunities that student want

• Development of and acceptance of new forms of mobility
  ❖ Short courses
  ❖ Summer programmes (Malaysia Campus)
  ❖ New partners: Illinois at Urbana-Champaign, Sydney, Melbourne, Macquarie, Hong Kong, etc.
STUDENT RECRUITMENT (UK CAMPUSES)

Targets

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<th></th>
<th>2016/17 target</th>
<th>2016/17 actual</th>
<th>17/18</th>
<th>18/19</th>
<th>19/20</th>
<th>20/21</th>
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<td>UG</td>
<td>867</td>
<td>630</td>
<td>775</td>
<td>850</td>
<td>972</td>
<td>1015</td>
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<tr>
<td>PGT</td>
<td>1300</td>
<td>1013</td>
<td>1145</td>
<td>1196</td>
<td>1245</td>
<td>1279</td>
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<tr>
<td>PGR</td>
<td>156</td>
<td>184</td>
<td>176</td>
<td>180</td>
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</table>

Applications for 2017/18
UG: -6%/ 175 (EU -9%/ 131)
PGR: + 19%/2107

Pathways delivering
UoRM 81, NUIST 40, BIT 20, Taylors/Brickfields, Henan, etc. (c20%+ of UG intake through pathways) for 2017
PARTNERSHIPS, PATHWAYS & OFF-SHORE EDUCATION
INTERNATIONAL PARTNERSHIPS

• International Partnerships Team (established Oct 2016) (ESAO+ Steve Thomas, Ashley Tilling, Wajid Ali, Martin McCarthy) Supporting taught and PhD programme development

• British Council Thailand (Food, Law, Biological Sciences)
• Jiangsu Provincial Government (PhD)
• BC/Govt of Philippines (APD, Architecture, Meteorology)
• Iraq (PhD)
• Cambridge Education Group ONCAMPUS Reading (c20 students in 2017/18 in ACD)
CHINA
NUIST-READING ACADEMY

- relationship at least 6-years old
- originally started as an articulation & admission agreement
- NUIST-Reading Academy opened as a Sino-UK Collaborative Venture in 2015
- UoR responsible for: syllabus, capacity development, QA
- NUIST responsible for: building & people (internationally recruited)
## NUIST-READING ACADEMY

<table>
<thead>
<tr>
<th>Phase</th>
<th>Starting</th>
<th>Key features</th>
<th>Programmes</th>
<th>Allocation</th>
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</thead>
<tbody>
<tr>
<td>Phase 1</td>
<td>2015</td>
<td>3+1 programmes with limited UoR input in the first few years, for which we get £96 an hour</td>
<td>Chemistry, Economics</td>
<td>110</td>
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<tr>
<td>Phase 2</td>
<td>2016</td>
<td>Like Phase 1 but with increased investment by NUIST in English Language Teaching, supported by ISLI; some recognition of teaching staff by UoR; curricula written by UoR</td>
<td>Chemistry, Economics, Env. Science, Mathematics, + Meteorology</td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>2017</td>
<td></td>
<td></td>
<td>260</td>
</tr>
<tr>
<td>Phase 3</td>
<td>2018</td>
<td>Franchised model of delivery in which students are enrolled with us throughout. Fee or cost sharing allows us to support this.</td>
<td>Chemistry, Economics, Env. Science, Mathematics, Meteorology, Law or?</td>
<td>260/300?</td>
</tr>
</tbody>
</table>
NUIST-READING ACADEMY

in numbers:
• intake 300 students per year to the Academy (total today 320)
• transfers to the UK c120
• progression to PGT c40 p/year

investment
• direct costs related to Academy (mostly staff time)

income
• cost recovery/ tuition fees
WHAT ARE WE TRYING TO DO?

• secure recruitment pipeline to the UK mostly in harder to recruit subjects

• developing other income generating activities (teacher training, English language development, etc.)

• growing our brand presence in China

• opportunity for the development of PGR networks and research funding opportunities (ref: Jiangsu Govt Grant)

• providing outward mobility opportunities (staff and students)

• opportunity for the development of a Reading campus without infrastructure investment
MALAYSIA
READING MALAYSIA

• private university (Malaysian Private HEP Act)
• campus on 12-year lease on EduCity – EduCity infrastructure includes accommodation, sports facilities, etc.
• other UK universities on site Newcastle (medical) and Southampton (engineering)
• managed by University of Reading Malaysian subsidiary, RUMAL Reading
• led by former DVC, Professor Tony Downes and recently joined by former University COO, David Savage
• significant (loans and shares)
READING MALAYSIA

• approved by Council in 2011/12
• first students admitted in temporary facilities in 2013
• move to EduCity in 2015

Programmes:
• Foundation (2013)
• Business (2014)
• Quantity Surveying (2015)
• Real Estate (2015)
• Psychology (2015)
• MBA (2015)
• Pharmacy 2+2 (2016) 4+0 (2017?)
• Law (?)
READING MALAYSIA

student growth

Note: September, January and March/April entry points
READING MALAYSIA

• Law – until the end of this year to make progress
• process for appointment of next Provost has started
• reviewing business plan (rebasing growth and being clearer about wider benefits including: pathway to the UK, mobility opportunities, risk mitigation, regional brand and profile, opportunities for new programme development, etc.)
WHAT ARE WE TRYING TO DO?

• grow the University & give students unable to travel to Reading access to a UK degree
• develop a secure recruitment pipeline of students to the UK
• develop a new income stream for the University
• provide outward mobility opportunities (staff and students)
• grow our brand presence in SE Asia
• develop a comprehensive University in SE Asia modelled on the University of Reading in the UK
By 2020 ¼ of our students will be based overseas

Reading
Lagos
Johannesburg
Beijing
Nanjing
Toronto
Dublin
Frankfurt
Copenhagen
Malta
Athens
Minsk
Kuala Lumpur
Joohor Bahru
UNIVERSITY OF READING: A PORTFOLIO APPROACH

- recognises the need for **diversity** in the portfolio of activity and in different market segments
- takes a **long term** perspective
- encourages and supports **flexibility**
- actively **promotes mobility** for staff and students
- encourages **internationalisation “at home”** – reflecting “international” orientation in normal practice
KEY QUESTIONS

• Brexit implications
  • mobility (Erasmus?)
  • student recruitment (c7%)
  • staff (c13%)
  • research funding
  • other?
GENERAL OBSERVATIONS

• Making progress against all of the KPIs
  ❖ UG recruitment target still too high
  ❖ Outward mobility target won’t be reached in 2020 but good progress towards longer term objective being made – there is demand which we’re not yet meeting
  ❖ Partnership development going well & increasing percentage of intake through pathways - & recognising the need for greater diversity (subject, level and country)
  ❖ Internationalising the student – we’re ahead of many others
  ❖ Student experience good – but still some way to go
  ❖ Off-shore is hard/ harder than we expected!
GENERAL OBSERVATIONS

some personal opinion pieces on Global Engagement and our approach:

UK universities have never been as popular among international students as they are today (PIE, March 2017)

Debunking international student mobility myths (OBHE, August 2016)

Internationalisation is not a one-way street (THE, November 2015)
STRATEGY UPDATE: GLOBAL ENGAGEMENT

Vincenzo Raimo
Pro-Vice-Chancellor (Global Engagement)
University of Reading

16 May 2017