

Embedding research-based education at UCL: the story so far

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UCL today

- 13,000 staff; 42,000 students (UG, PGT and PGR)
- Research spend circa £500 million
- Turnover £1.5bn
- Global top 20 institution
- £600 million advancement campaign

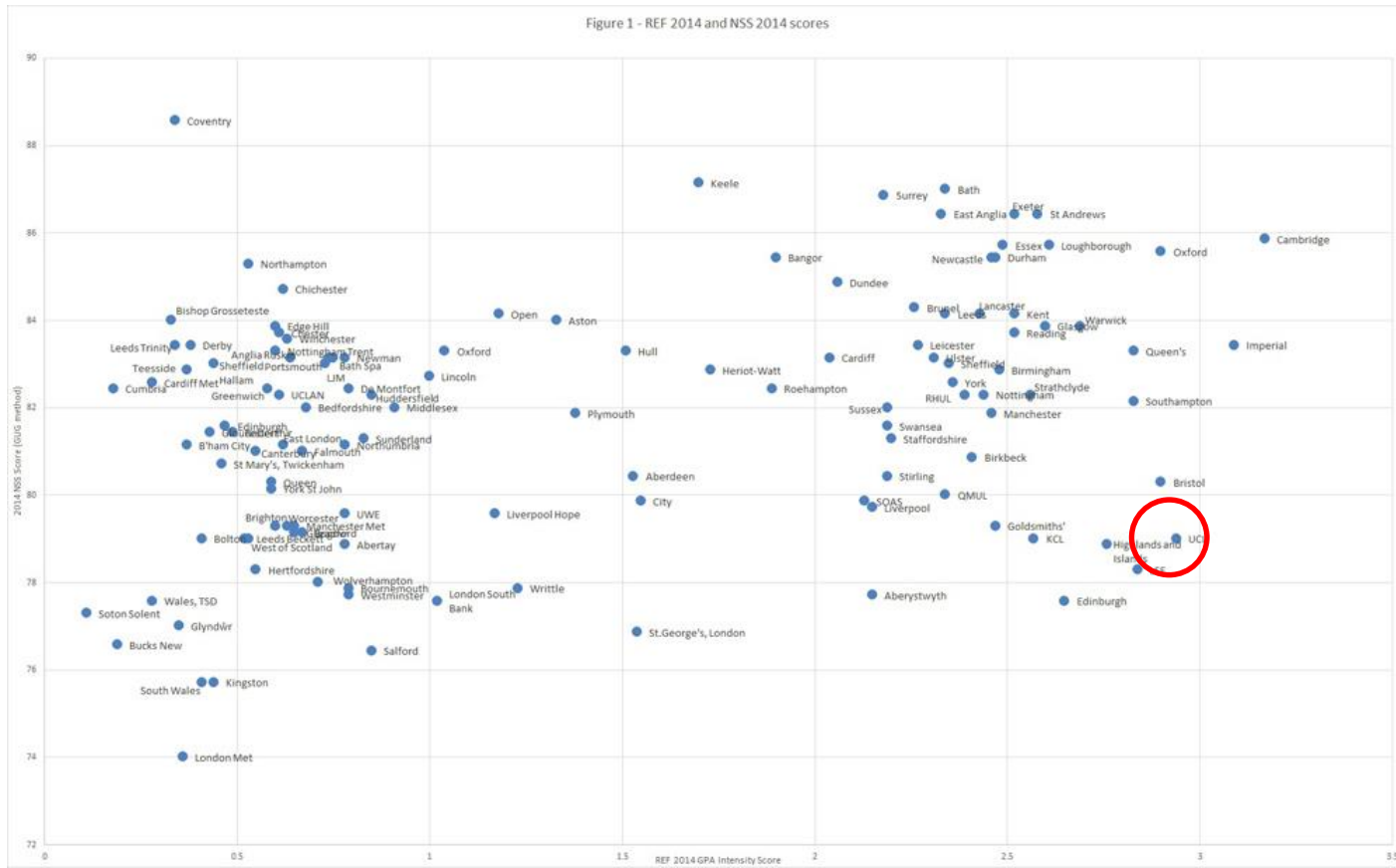


Setting strategy at a time of unprecedented change

- Brexit and geopolitics
- Greater accountability and regulation
 - Teaching Excellence Framework (TEF)
- Greater competition
- Disruptive technologies

Excelling at Research and Education?

Student Satisfaction



Research Excellence (REF)

Commitment

“ A strategic priority for the next 20 years is to close the divide between teaching and research. We want to integrate research into every stage of an undergraduate degree ”

Michael Arthur, President and Provost, 2014



A core part of 20 year strategy

UCL 2034

Principal themes:

1. **Academic leadership** grounded in intellectual excellence
2. A global leader in the **integration of research and education**, underpinning an inspirational student experience
3. Addressing **global challenges** through our disciplinary excellence and distinctive cross-disciplinary approach
4. An **accessible, publicly-engaged organisation** that fosters a lifelong community
5. **London's Global University:** in London, of London and for London
6. **Delivering global impact** through a network of innovative international activities, collaborations and partnerships

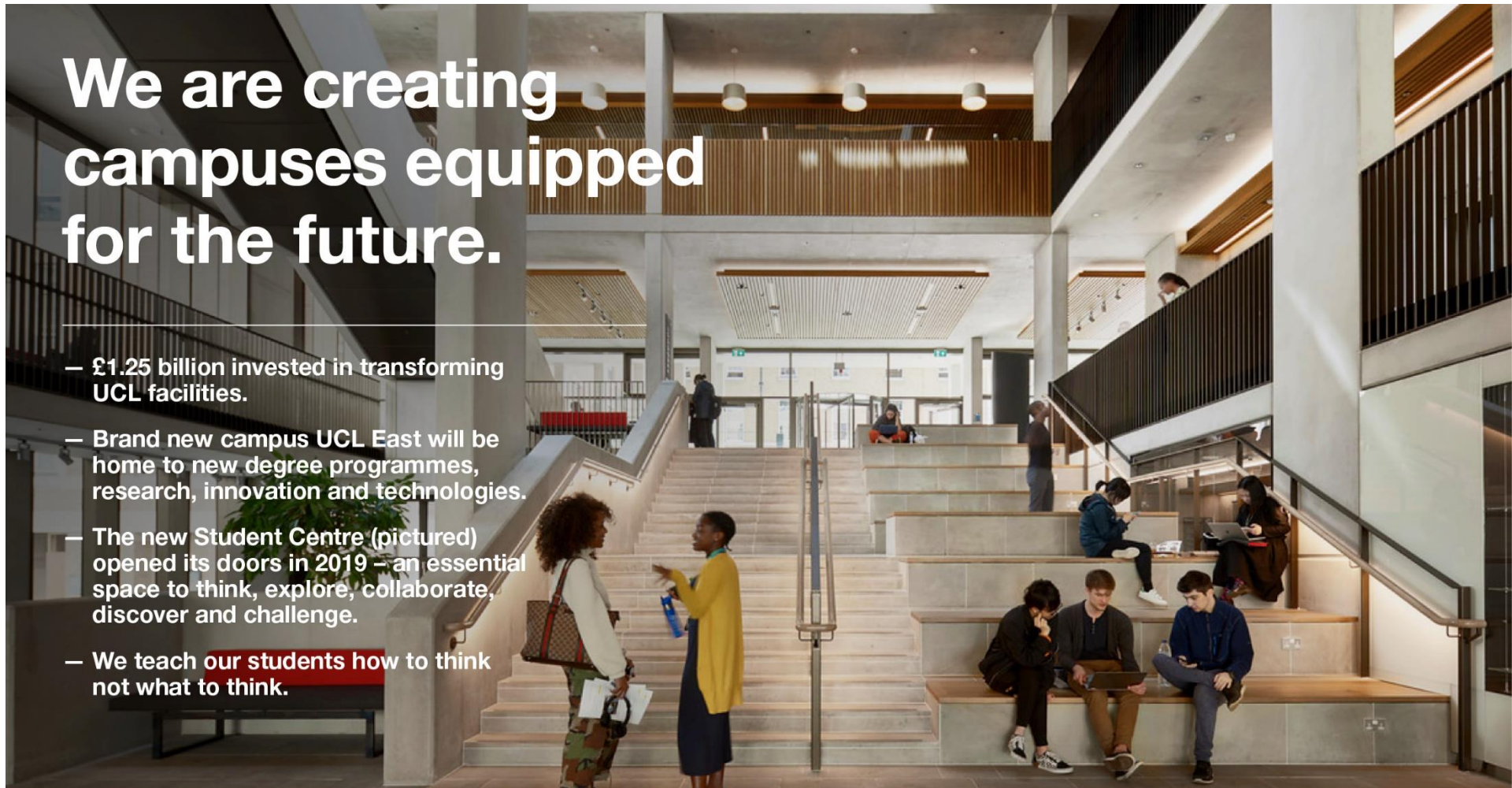


A global leader in the integration of research and education, underpinning an inspirational student experience *(UCL 2034 Strategy)*

- People
- Places
- Practice

We are creating campuses equipped for the future.

- £1.25 billion invested in transforming UCL facilities.
- Brand new campus UCL East will be home to new degree programmes, research, innovation and technologies.
- The new Student Centre (pictured) opened its doors in 2019 – an essential space to think, explore, collaborate, discover and challenge.
- We teach our students how to think not what to think.



UCL East Phase 1: 2022 - 2024

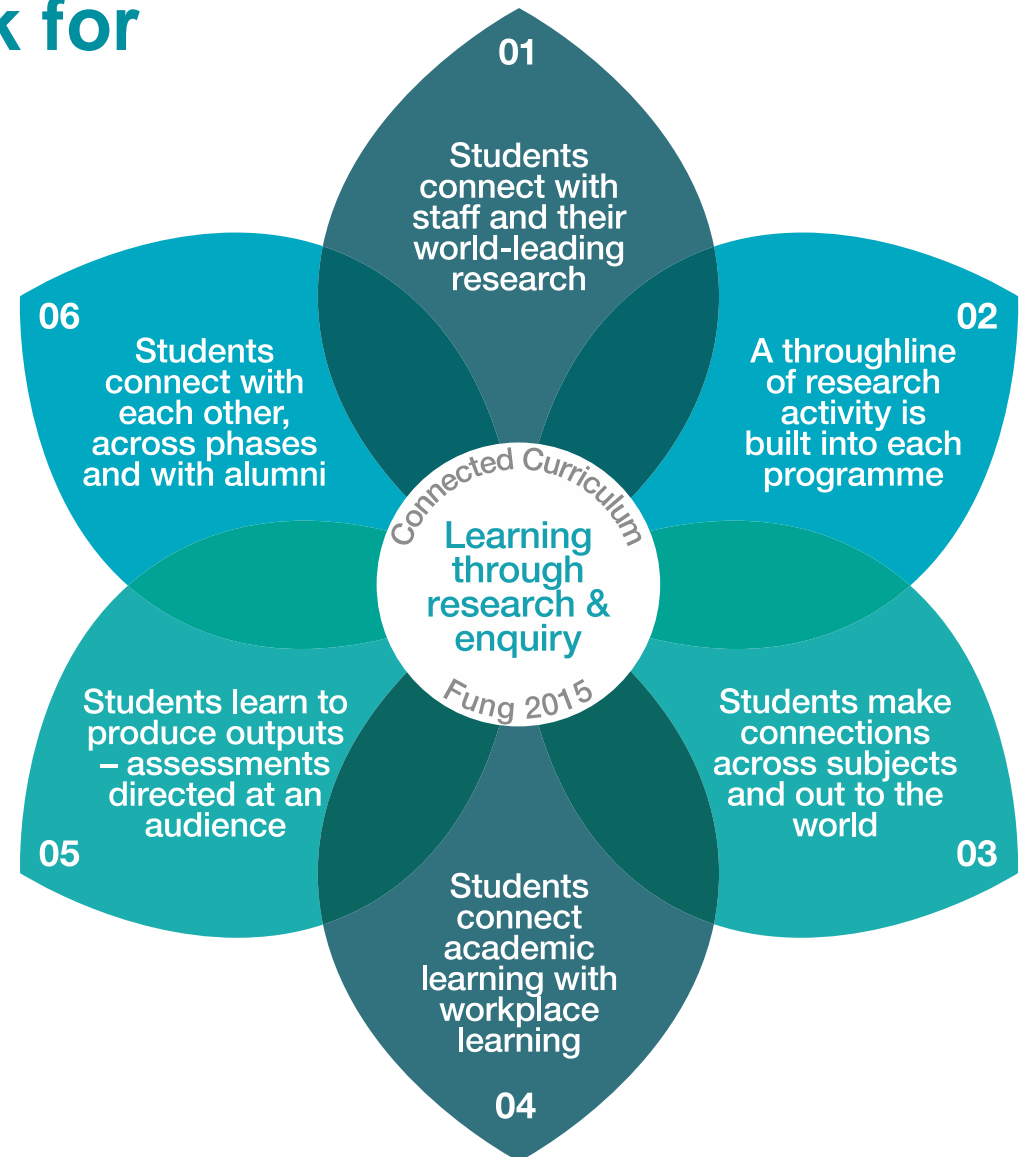


UCL Connected Curriculum – embedding research-based education

- Research and enquiry-based activities
- Connected learning opportunities
- Linking with professional practice



A flexible framework for curriculum design



The approach

- University-wide initiative
- Support for development
- Funding available
- Secondments (CC Fellows)



A suite of support resources

- Curriculum Inspiration case studies on UCL Teaching & Learning Portal
- Module and programme design tools and workshops
- Benchmarking guide and online resources
 - Departments self-assess progress against Connected Curriculum domains (with their students)
 - Beginning
 - Developing
 - Developed
 - Outstanding

Other strategic actions

- Regulation reform
- Systems reform
- Engaging educators through [UCL Arena](#), UCL's development programme
 - Fellow (Higher Education Academy)
 - Senior Fellow (HEA)
 - Principal Fellow (HEA)
- Engaging students through [UCL ChangeMakers](#)
- Case studies on the [UCL Teaching and Learning Portal](#)

Our students

Full partners in the future of UCL

UCL 2034

Student Voice

- Do students feel they have a voice?
- Do they feel they are listened to?
- Do they feel their feedback is acted on?

- Supporting student representation at all levels across the university

UCL ChangeMakers



Why?

- Diverse student needs
- Staff face workload issues
- Want to encourage partnership rather than consumerism in higher education
- Empower students and gain more skills
 - Enhance student representation and advocacy

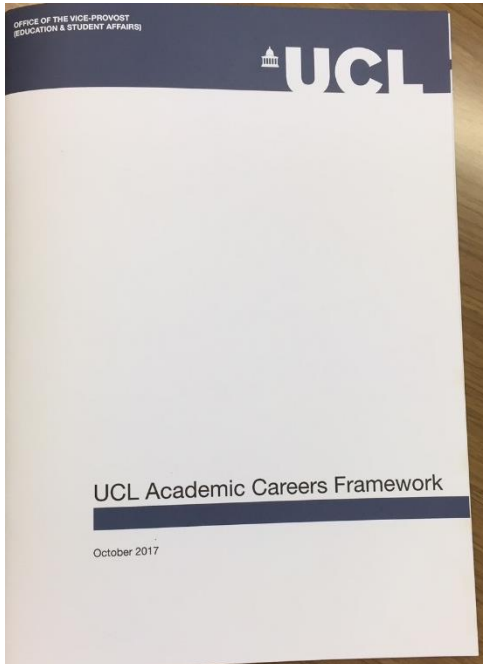
People – our staff

We have struggled to substantiate our commitment to parity of esteem between research and teaching and other activities in relation to the reward of academic staff.

Staff survey of 'old' promotion criteria

- Only 33% thought criteria fair and less than half thought they were clear (n = 1307)
- Respondents did not believe equal weighting given to non-research achievements
- Criteria and process appeared biased against
 - Women
 - BAME staff

Academic Careers Framework



<https://www.ucl.ac.uk/human-resources/policies-advice/academic-career-framework-and-promotions-processes>

Academic Careers Framework

- Case based on personal impact and leadership
 - Drawn from spectrum of academic endeavour
 - Research
 - Education
 - Enterprise and external engagements
 - Institutional citizenship
 - More guidance on evidence
 - Sphere of influence
 - Evidence of impact
 - No time limit for evidence

Grade 9	Threshold: Sustained and repeated contributions to subject area or body of knowledge, and a sustained publication record which demonstrates the potential to produce significant contributions to the discipline. All research outputs are available through Open Access wherever possible.			
	Scope of activity <i>Applicants should select activities appropriate to their own experience, career path and discipline. Equivalent core or specialist activities not listed below may be used.</i>	Sphere of influence	Indicators of impact <i>Applicants should include indicators of success relevant to the discipline</i>	
	<p>Core</p> <p>Proactive role in successful collaboration within a large collective research group or with other research teams</p> <p>Developing reputation and profile nationally and/or internationally, including with other leading contributors to subject area (including reputation of wider collaborative research team as appropriate to the discipline)</p> <p>Significant national and/or international engagement</p> <p>Supervise completion of PhD students and assist with their establishment within careers drawing upon their research skills</p> <p>Effective management of a research team</p> <p>Leading role in an institutionally significant activity that has successfully delivered substantial research impact.</p>	<p>Specialist</p> <p>Successful leadership of some significant research-related enabling activities, and / or facilitation of collaborative team-based research</p> <p>Sustained success in securing funding (or otherwise ensuring research activity is sustainable) over a significant period</p> <p>Effectively supporting early career researchers, including development and mentoring, with regard to equality, diversity and inclusion principles</p> <p>Broader or more in-depth core research activities above; or some core research activity at next grade level</p> <p>Significant contribution to enabling scientific input (and output) on research platforms</p>	<p>As above, but now widespread connections across national and/or international subject community, including active collaborations/contact with leading figures in subject area</p> <p>Regular collegiate engagement with colleagues from distinct disciplines on cross-disciplinary issues</p> <p>Network of collaborators or advice-seekers in industry, healthcare or policy organisations (or similar, depending on discipline context)</p> <p>Contacts and networks both domestically and internationally</p>	<p>As above, plus:</p> <p>Sustainable research project with funding successes in a competitive context and at a level appropriate to the discipline</p> <p>Whole monographs, including as editor, where appropriate to the discipline</p> <p>Cultural, artistic or design outputs with funding successes or other appropriate evidence of impact, in a competitive context</p> <p>Successful supervision to completion of doctoral students</p> <p>References from national and/or international subject community, including leading figures</p> <p>Editorial board member of a significant journal in discipline</p> <p>Principal investigator of a nationally and/or internationally</p>

Academic Criteria:

- Threshold
- Core
- Specialist
- Sphere of Influence
- Indicators of Impact

Our current priorities

- Research-based education
- Personalised support
- Equality of outcomes for all
- Wellbeing and good mental health
- Students as partners in co-creating UCL's future

Thank you

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