

**UNIVERSITY OF EAST ANGLIA  
CORPORATE PLAN**

**2008 TO 2012**

## INTRODUCTION

When it was established, the University of East Anglia adopted the motto ‘*Do different*’. By making interdisciplinarity one of our founding themes, we set out to be distinctive academically and in our ability to contribute to public policy. Now, many other universities have recognised the virtues of interdisciplinarity and the opportunities it affords to tackle the grand challenges of our times. In this new, highly competitive environment we must continue to ‘do different’ where it enables us to do better but our primary focus must change. We must aspire to *make a difference*. We must make a difference through our work on the global issues of climate change, international development and health, and we must make a difference by addressing challenges that are more local and personal.

The competition for a secure place amongst the UK’s leading research-intensive universities is fierce but we have a distinguished tradition on which to build. Thanks to staff across UEA and our partner Institutes on the Norwich Research Park, our city has one of the greatest concentrations of ‘most highly cited researchers’ in the UK – bettered only by London, Cambridge and Oxford. We were the first university in the world to establish a Climatic Research Unit and have continued to be a global leader in the study of climate change and its mitigation. Our School of Development Studies has a proud track record of both analysing endemic poverty and combating it through its Overseas Development Group. We have made striking contributions not just to understanding the history, dynamics and culture of our own and other societies, but to enriching them, particularly through Creative Writing and the work of the Sainsbury Centre for the Visual Arts.

We have always appreciated that understanding is essential but is not enough. Action is also required and so is empowerment – empowerment of the next generation by giving them an understanding of the issues and equipping them with the skills to act. Our graduates have given life to our claim to promote interdisciplinarity, creativity and good citizenship. Many have gone on to make a substantial impact in their careers and some have picked up glittering prizes, from the Booker to the Nobel. Through those we have trained for the caring professions, our work has reached countless thousands to their considerable personal benefit.

The mission we have adopted in this Corporate Plan reflects this tradition. It is set out below, along with the vision that flows from it and the values that underpin it. Our specific objectives and the strategies that are designed to deliver them are then presented in seven strategy sections. The first three are concerned with our ‘outputs’ – research, education and what we have chosen to refer to as enterprise and engagement, which covers but goes beyond ‘knowledge transfer’. The next three refer to the ‘inputs’ that will resource the vision – people, finance and facilities. The final set of strategies is on Organisation and Management. The Plan is completed with two sections on implementation – an allocation of responsibilities for delivery and a set of performance measures – followed by a note on the many abbreviations used in the document.

Whilst all of the strategies are important, some stand out as particularly distinctive, significant or challenging.

In research, we have set ourselves the task of further developing existing areas that are agenda-setting internationally and of seeking to ensure, in particular, that we remain a global leader in the environmental sciences. This task is closely related to that of reinforcing, with our partners, the international reputation of the Norwich Research Park (NRP) as a major centre of bioscience, environmental and health research, through the development of an Earth and Life Systems Alliance and a Centre for Preventive Medicine.

In education, we want to deliver a student experience that is second to none in the UK. The dedication of staff in all categories to delivering the highest quality teaching and support, combined with the attractions of Norwich (recently voted one of ‘the world’s most liveable cities’) and the many extra curricular opportunities that living and working on our campus offer, have already earned us an enviable reputation for the quality of our student experience. Our challenge is to do even better. Part of the new experience will derive from our commitment to offer all our students an education in Global Citizenship. To this we will add the opportunity for students to lay sound foundations for their careers by introducing a programme of Initial Professional Development.

In the fields of enterprise and engagement we have a lot to offer. From literary festivals and mobile laboratories to UEA Volunteers, Carbon Reduction (CRed) Communities and the Teacher Scientist Network, our public engagement is a hidden gem. Developing our Beacon for Public Engagement (CUE East) will provide us with new opportunities to reveal what we do best, to share good practice and to forge new links with pupils, teachers and parents. Our proposed Enterprise Centre will enable us to bring together new and existing business facing activities to provide a one-stop-shop for NRP-business interactions which should, in turn, enable us to enhance our contribution to the local knowledge and creative economies.

The objectives driving our strategies on people and finances are simply stated: to attract, develop and retain staff of the highest calibre and empower them through decentralised decision-making; to ensure that our activities are sustainable financially and to initiate an advancement campaign to increase our endowment. Bridging the global and the local, we have also set ourselves the goal of being an exemplar of good practice environmentally by becoming a ‘Low Carbon Campus’.

Finally, our organisational priorities include the establishment of a variety of institutional relationships to help us deliver on our commitments to internationalising our research and teaching, to engaging with policy makers and the public at large, and to widening access to higher education.

With the active support of the university community as a whole, we believe these strategies will make a difference. “How am I making a difference?” is a question that all of us should be able to answer on a daily basis. The answers would provide a rich anthology of what makes UEA a challenging, stimulating and inspiring place to live and work.

Bill Macmillan  
Vice-Chancellor

## MISSION

**Our mission is to understand, empower and act, to enhance the lives of individuals and the prospects of communities in a rapidly changing world.**

## VISION

### *Understanding:*

To advance understanding through research, scholarly communication and research-led teaching, underpinned by a commitment to excellence, interdisciplinarity and creativity.

### *Empowerment:*

To empower our students by providing an exceptional education – and a wider experience that is second to none – equipping them with marketable skills and preparing them for global citizenship.

### *Action:*

To respond to the grand challenges of the 21<sup>st</sup> century through the fruits of our research, the talents of our graduates, our engagement with policy-makers, businesses and communities, and our undertaking to be sustainable.

## VALUES

**Excellence** is our overarching value and yardstick. We judge ourselves by exacting standards to ensure that our research, education, enterprise and engagement are of the highest quality. We believe that academic freedom is intrinsic to the pursuit of excellence.

**Interdisciplinarity** is both a founding principle and a continuing practice, maintained without compromising the rigour and scope of individual disciplines.

**Creativity** is one of the defining characteristics of the University and is central to the work of staff and students and our contributions to cultural life.

**Citizenship.** Good citizenship, whether in tackling some of the grand challenges facing mankind, in preparing for entry to the caring professions, or in everyday personal behaviour, is exhibited throughout the University. It lies at the heart of our commitments to access, engagement and internationalism.

**Community.** We are a scholarly community within a wider community. We are committed to being an accessible institution that engages energetically with government, business and the public at large. The cohesion of our own community depends on parity of esteem and a sense of collegiality and mutual obligation.

**Sustainability.** We value sustainability because we know that we can achieve nothing in the longer run if our activities are not sustainable both economically and environmentally.

## UNDERSTANDING THROUGH RESEARCH

### Objectives:

- O1. To increase the scale and impact of our research*
- O2. To advance significantly our international research reputation*

### Strategies:

- R1. Sustain and further develop existing areas of research across the disciplinary spectrum that are agenda-setting internationally, ensuring in particular that the University rises to the challenge of remaining a global leader in the **Environmental Sciences**.
- R2. Reinforce the position of the **Norwich Research Park (NRP)** as a major centre of bioscience, environmental and health research in partnership with the IFR, JIC, TSL and NNUH by supporting the development of the Earth and Life Systems Alliance (ELSA) and the Centre for Preventive Medicine (CPM).
- R3. Prioritise the development of the following research themes in the Faculty of **Science** and the Faculty of **Health**: Computational and Systems Biology; Biophysical and Synthetic Chemistry; Mathematical Biology; Biomedical and Clinical Sciences; Health and Social Sciences; and Education in Health.
- R4. In the **Social Sciences**, capitalise on our exceptional strength in experimental and behavioural economics, our expertise in competition policy and our highly regarded work on international development and on the welfare of children, and develop our reputation for research on equality and diversity at work.
- R5. In the **Arts and Humanities** enhance the reputation of our work in History, Film and Television Studies, and Literature and Creative Writing; deepen interdisciplinary work in the Early Modern Period, Transnational Media and Culture, Ethnicity and Nationhood, and Creative and Critical Practice; and build research capacity in the visual arts.
- R6. Support **excellent research in other fields** (including applied, policy-relevant, and practitioner-based research) where it is fully funded or could make a significant contribution to the University's reputation.
- R7. Enhance **cross-faculty links** (especially around the themes of climate change, global health, poverty reduction, risk and decision-making), develop **new organisational structures**, strengthen **the bidding culture**, and establish research **partnerships and alliances**, regionally, nationally and internationally.

## EMPOWERMENT THROUGH EDUCATION

### Objective:

- O3. To provide a student experience that is second to none in the UK*
- O4. To continue to increase the quality, number and range of student applicants*

### Strategies:

- ED1. Produce a **Student Charter** to guide improvements in the student experience, building on our educational ethos of research-led teaching, interdisciplinarity, creativity and good citizenship, and strengthening partnership working between Faculties and Schools, Service Providers and student representatives around a set of agreed objectives.
- ED2. Encourage individual commitment to **high-quality teaching** and programme design by ensuring its proper recognition in promotion criteria and by enhancing the Teaching Fellowship and Teaching Excellence Award schemes.
- ED3. Develop the theme of **global citizenship** through common programmes on major global issues, extension of opportunities to study abroad, and an enhanced capacity to support and learn from an increasingly diverse international student population.
- ED4. Establish a range of **new programmes**, whilst rationalising and refreshing the existing portfolio, paying particular attention to demographic changes, changes in 14-19 education, student employability and the possible liberalisation of the fee regime.
- ED5. Explore the establishment of faculty-level **Graduate Schools** to enhance the quality of the graduate experience, provide a focus for the delivery of the Roberts agenda, and drive up graduate recruitment.
- ED6. Set **stretching recruitment targets** for the number and quality of home/EU and international applicants, and meet them through an enhancement of our offer and profile, improved marketing, direct recruitment and cooperation with INTO.
- ED7. Following the establishment of UCS, create a **new geography of higher education provision** with our regional partners to help raise aspirations, widen participation and enhance progression, building on our relationships with CCN and Easton, and our leadership, jointly with Cambridge, of outreach programmes for the Gifted and Talented in the Eastern Region.

## ACTION THROUGH ENTERPRISE AND ENGAGEMENT

### Objective:

- O5. To expand our contribution to public policy and public engagement*
- O6. To promote innovation and the growth of the knowledge economy*

### Strategies:

- EE1. Support active engagement with international agencies, governments, businesses and charities over **global and national challenges**, especially those in the cross-faculty research priority areas of climate change, global health and poverty reduction.
- EE2. Make CUE East an effective **Beacon for Public Engagement**, contributing to the public understanding of major issues and building on our existing work with teachers, parents and pupils.
- EE3. Unlock the potential of the NRP by creating an **Enterprise Centre** as a one-stop-shop for NRP business interactions, bringing together existing business-facing activities and a suite of new initiatives around five major themes: encouraging innovation; stimulating enterprise; enhancing skills; promoting employment; and supporting business.
- EE4. Develop capacity for **innovation** and **enterprise** through a Low Carbon Business Innovation Centre, building on the successes of CRed and Carbon Connections, strategic partnerships with individual businesses, the work of InCrops and BBAG, the LTN Fellowship scheme, and new programmes in creative and scientific entrepreneurship.
- EE5. Devise new structures for **consultancy**, linking groups and individuals across the University, and for skills, bringing work on the Leitch agenda, CPD, and **Initial Professional Development** for UEA students.
- EE6. Develop the University's **cultural role** as contributor and custodian through the work of the Sainsbury Centre for Visual Arts, the East Anglian Film Archive, the School of Music, the Centre for Creative and Performing Arts, and the Arthur Miller Centre.
- EE7. Maintain and enhance our **collaborations** with the National Trust, The Arts Council, The New Writing Partnership, Chamber Orchestra Anglia, and other regional, national and international organizations and explore opportunities to build new strategic and knowledge transfer partnerships.

## RESOURCING THE VISION: PEOPLE

### Objective:

- O7. To attract, develop and retain staff of the highest calibre*
- O8. To empower them through decentralised decision-making*

### Strategies:

- P1. Ensure that all staff are recruited, promoted and rewarded fairly through transparent processes in which our commitments to **excellence, equality and diversity** are embedded.
- P2. Provide targeted **mentoring, training and development** for all staff, informed by appraisal and regular training needs analyses, and make special provision for Heads of School for whom the normal period of office should be five years.
- P3. Develop **leadership and change-management** capability throughout the University and empower staff at all levels, in the context of agreed corporate and faculty plans, by applying the principle of subsidiarity (i.e., deciding issues centrally only if they cannot be decided effectively at local level).
- P4. Introduce a flexible, **three-strand approach to academic employment** (Teaching (T), Teaching and Research (T&R) and Research (R)), after appropriate consultation, with:
  - a. a symmetrical structure around T&R in terms of titles and promotion pathways;
  - b. a spectrum of research and teaching responsibilities for T&R post-holders, with upper and lower limits of time commitment to each activity, allowing the balance of duties to differ between post-holders and from one career stage to the next;
  - c. the possibility of transfer between strands, subject to high performance standards being met;
  - d. an expectation that both T and T&R post-holders will engage in scholarship (to underpin their teaching) and otherwise help to support the student experience
  - e. an opportunity for staff on all three strands to contribute to the University's enterprise and engagement agenda (especially our work as a Beacon for Public Engagement), with explicit recognition of the roles of 'teacher practitioner' and 'researcher practitioner'.
- P5. Establish robust mechanisms for **workload distribution and performance management** across the institution, including provision for the recognition of outstanding performance and intervention in cases of poor performance.
- P6. Develop explicit **recruitment and appointment strategies** in each faculty in which: planned appointments are predominantly T&R; and T (and teacher-practitioner) posts are introduced where necessary to enhance learning and teaching in line with Student Charter commitments.
- P7. Improve our ability to win research contracts by making Norwich the destination of choice for a growing number of **research staff** and by providing greater career development support for them in the context of the three-strand career structure.

## RESOURCING THE VISION: FINANCE

### Objective:

*O9. To ensure that our activities are sustainable financially*

*O10. To initiate an advancement campaign to increase our endowment*

### Strategies:

- F1. Pursue opportunities to **increase income** from research, teaching and enterprise activities, seeking always to enhance the University's academic performance whilst improving its financial position.
- F2. Adopt the general principle of **allocating income as earned** in order to reward success and incentivise income growth, allowing for some re-distribution to provide a particular incentive to grow research income.
- F3. Task each Faculty with achieving an **out-turn of 3%** of turnover above break-even and each School with achieving at least break-even, and introduce a system of moderation to smooth the transition to this regime.
- F4. Wipe the slate clean on historical **deficits and surpluses** and adopt the principle that Schools will be able to spend at least part of any unplanned surplus, subject to faculty approval, and be expected to make good any unplanned deficit.
- F5. Task the **Central Administration** with reducing its share of University expenditure and with delivering value for money in all University activities, developing service sharing arrangements where it is advantageous to do so.
- F6. Create an **investment fund**, using the University's surplus, to permit new or expanded activities in the areas of advancement, research collaboration, new programmes, innovation and enterprise.
- F7. Initiate a major **advancement campaign** ahead of the University's fiftieth anniversary with a view to raising substantial sums to fund graduate studentships, academic staff posts, selected building projects and other priorities.

## RESOURCING THE VISION: FACILITIES AND ENVIRONMENT

### Objective:

*O11. To become an exemplar of good practice environmentally*

*O12. To enhance the campus and make its excellent facilities widely accessible*

### Strategies:

- FE1. Make UEA an exemplary ‘Low Carbon Campus’ through the construction of the planned biomass power station and support for other **low-carbon initiatives**, both on and off-campus, drawing on the expertise of CRed for their development.
- FE2. Ensure that the **campus** is properly maintained as one of the University’s major assets, with its excellent student accommodation, exceptional Sportspark, award-winning sustainable buildings and the unique Sainsbury Centre for the Visual Arts, and keep under review the balance of supply and demand for **student accommodation**.
- FE3. Replace temporary and inadequate **teaching space** and bring teaching laboratories up to the standard of the new facility in Biology.
- FE4. Provide a new home for the **Business School** and premises for the proposed Enterprise Centre, where the latter should operate as a business club serving the needs of its members as well as the Business School.
- FE5. Press the Local Authority to issue a development brief for Earlham Hall with a view to providing **refurbished premises for Law** and a possible location for the Business School.
- FE6. Proceed with the extension to the **Sportspark** and prioritise other potential projects in the context of the University’s objectives and fundraising ambitions.
- FE7. Explore alternatives to the decked **car park** including NRP-wide solutions involving an improved cross-valley link.

## ORGANISATION AND MANAGEMENT

### Objective:

- O13. To improve our management processes and the quality of university services*  
*O14. To strengthen our communications and external relations*

### Strategies:

- M1. Keep the four-faculty structure but be prepared to change the internal **architecture of faculties** in order to enhance the University's sustainability and its standing as a research-intensive institution following RAE 2008.
- M2. Institute a **planning and review system** under which 5-year plans are rolled forward after three years at corporate, faculty and school level, and faculties and schools are subject to periodic reviews which: are conducted by panels containing experts external to the University; cover all aspects of the faculty or school's work; are predicated on the unit setting its own objectives within the context of the Corporate Plan (for faculties) or Faculty Plan (for schools); mesh with the requirements of external agencies; and are, in other respects, minimally burdensome consistent with fitness for purpose.
- M3. Institute a planning and review system for **administrative divisions**, similar to that for faculties and schools, with external and faculty representation on the review panels.
- M4. Improve **internal communications** and the participation of research, teaching and administrative staff and student representatives in policy formulation and decision making, and enhance **external communications** with prospective students, alumni and other stakeholders through new and established media.
- M5. Develop a comprehensive **international strategy** covering: research collaborations and networks; the global citizenship initiative and educational programmes; and knowledge transfer activities, capitalising on the reputation of ODG, CRed and other UEA enterprises.
- M6. Build **institutional relationships** with the NRP Institutes, BAS and CEFAS, the NNUH and the wider NHS community (through the Joint Venture Board and by other means), NSAD and other regional HE providers, the University of Essex and other UK universities, and selected external agencies with which we can form fruitful partnerships.
- M7. Maintain high standards in all areas of **corporate responsibility** and provide regular reports to Council on the discharge of those responsibilities.

## IMPLEMENTATION: RESPONSIBILITIES

### Overall Responsibility

<i>Leadership</i>	VC through Council and Senate
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### Responsibility for specific strategy sections

<i>Section</i>	<i>Leadership</i>
Research	PVC (Research and Knowledge Transfer) through the Research Executive and with: <ul style="list-style-type: none"> <li>○ Dean of Arts and Humanities for R5, R6 and R7</li> <li>○ Dean of Health for R2, R3, R6 and R7</li> <li>○ Dean of Science for R1, R2, R3, R6 and R7</li> <li>○ Dean of Social Science for R4, R6 and R7</li> </ul>
Education	PVC (Academic) through the Learning and Teaching Committee and with: <ul style="list-style-type: none"> <li>○ Deans of Arts and Humanities, Health, Science and Social Science for ED1, ED3, ED4 and ED5</li> <li>○ Chair of the Recruitment Admissions and Marketing Committee for ED6</li> </ul>
Enterprise and Engagement	PVC (Research and Knowledge Transfer) through the Knowledge Transfer Executive and with: <ul style="list-style-type: none"> <li>○ Dean of Arts and Humanities for EE1, EE6 and EE7</li> <li>○ Dean of Health and Dean of Science for EE1 and EE7</li> <li>○ Dean of Social Science for EE1, EE3 and EE7</li> </ul>
People	PVC (Academic) with: <ul style="list-style-type: none"> <li>○ PVC (Research and Knowledge Transfer) for P7</li> <li>○ Deans of Arts and Humanities, Health, Science and Social Science for P2 and P3</li> </ul>
Finance	VC and Registrar through the Planning and Resources Committee with: <ul style="list-style-type: none"> <li>○ PVC (Academic) and PVC (Research and Knowledge Transfer) for F1</li> <li>○ Deans of Arts and Humanities, Health, Science and Social Science for F3 and F4</li> </ul>
Facilities	VC and Registrar through the Planning and Resources Committee with: <ul style="list-style-type: none"> <li>○ PVC (Academic) for FE3</li> <li>○ PVC (Research and Knowledge Transfer) for FE1</li> <li>○ Dean Social Sciences for FE4 and FE5</li> </ul>
Organisation and Management	VC and Registrar with: <ul style="list-style-type: none"> <li>○ PVC (Academic) and PVC (Research and Knowledge Transfer) for M5 and M6</li> <li>○ Deans of Arts and Humanities, Health, Science and Social Science for M1, M2 and M6</li> </ul>

## IMPLEMENTATION: PERFORMANCE INDICATORS

### Overall Performance

<i>Key Performance Indicators</i>	<ul style="list-style-type: none"> <li>○ Position in international league tables</li> <li>○ Position in domestic league tables</li> <li>○ Growth in income relative to comparator group</li> <li>○ Distribution of income between R, T and Other</li> </ul>
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### Performance with respect to specific objectives

<i>Objective</i>	<i>Performance Indicators</i>
<i>To increase the scale and impact of our research</i>	<ul style="list-style-type: none"> <li>○ QR income per FTE academic staff</li> <li>○ Value of RC grants awarded <ul style="list-style-type: none"> <li>▪ No. of applications to RCs</li> <li>▪ RC success rates</li> </ul> </li> <li>○ Research income from other sources</li> <li>○ Number of PGR students <ul style="list-style-type: none"> <li>▪ % of students on PGR programmes</li> </ul> </li> <li>○ Citation rates</li> </ul>
<i>To advance significantly our international research reputation</i>	<ul style="list-style-type: none"> <li>○ RAE profiles (and any equivalent under the REF)</li> <li>○ Value of grants awarded with foreign collaborators</li> <li>○ Number of foreign co-authored papers</li> </ul>
<i>To provide a student experience that is second to none in the UK</i>	<ul style="list-style-type: none"> <li>○ NSS overall satisfaction rating <ul style="list-style-type: none"> <li>▪ NSS feedback indicator</li> <li>▪ NSS assessment indicator</li> </ul> </li> <li>○ Student Staff Ratios</li> <li>○ Contact hours</li> <li>○ % non-completion</li> <li>○ % entering graduate employment</li> </ul>
<i>To continue to increase the quality, number and range of student applicants</i>	<ul style="list-style-type: none"> <li>○ Tariff scores on entry</li> <li>○ Undergraduate applicants per place</li> <li>○ No. of UG and PGT students (FT and PT)</li> <li>○ No. of full time students paying overseas fees <ul style="list-style-type: none"> <li>▪ No. of INTO students on “qualification” courses</li> <li>▪ % of INTO students progressing to UEA</li> </ul> </li> <li>○ No. of students admitted to UCS (FT and PT)</li> <li>○ % of students in receipt of full fee remission</li> </ul>
<i>To expand our contribution to public policy and public engagement</i>	<ul style="list-style-type: none"> <li>○ No. of published policy reports</li> <li>○ No. of academics contributing to CUE East</li> <li>○ SCVA visitor numbers</li> </ul>
<i>To promote innovation and the growth of the knowledge economy</i>	<ul style="list-style-type: none"> <li>○ Consultancy income</li> <li>○ Industrial research income</li> <li>○ Numbers of active patents and licences</li> </ul>

<i>To ensure that our activities are sustainable financially</i>	<ul style="list-style-type: none"> <li>○ Surplus/deficit as a % of income <ul style="list-style-type: none"> <li>▪ INTO: surplus/deficit</li> <li>▪ UCS: surplus/deficit</li> </ul> </li> <li>○ Cash generated as a % of income <ul style="list-style-type: none"> <li>▪ UCS: cash generated</li> </ul> </li> <li>○ Current assets to liabilities ratio</li> <li>○ Borrowing as a % of income</li> <li>○ Staff costs as % of total costs <ul style="list-style-type: none"> <li>▪ Admin staff costs as % of total staff costs</li> </ul> </li> <li>○ Total property cost per m<sup>2</sup></li> </ul>
<i>To initiate an advancement campaign to increase our endowment</i>	<ul style="list-style-type: none"> <li>○ Endowment income</li> <li>○ Annual Fund income</li> <li>○ % of alumni giving to the Annual Fund</li> </ul>
<i>To attract, develop and retain staff of the highest calibre</i>	<ul style="list-style-type: none"> <li>○ No. of staff rated RAE 4* or 3* (and any equivalent under the REF)</li> <li>○ Staff turnover rates</li> </ul>
<i>To empower them through decentralised decision-making</i>	<ul style="list-style-type: none"> <li>○ Staff satisfaction survey indicator</li> </ul>
<i>To become an exemplar of good practice environmentally</i>	<ul style="list-style-type: none"> <li>○ Carbon generated per capita</li> </ul>
<i>To enhance the campus and make its excellent facilities widely accessible</i>	<ul style="list-style-type: none"> <li>○ % of estate rated condition C or D</li> <li>○ Sportspark user numbers</li> </ul>
<i>To improve our management processes and the quality of university services</i>	<ul style="list-style-type: none"> <li>○ Staff satisfaction survey indicator</li> <li>○ Student satisfaction survey indicator</li> </ul>
<i>To strengthen our communications and external relations</i>	<ul style="list-style-type: none"> <li>○ No. of references to the University in national media</li> <li>○ Ranking of University in student aspiration survey</li> <li>○ No. of active strategic partnerships</li> </ul>

## **ABBREVIATIONS**

BAS	British Antarctic Survey
BBAG	British Bio-Alcohols Group
CCN	City College Norwich
CEFAS	Centre for Environment, Fisheries and Aquaculture Sciences
CPD	Continuing Professional Development
CPM	Centre for Preventive Medicine
CRed	Community Carbon Reductions
CUE East	Community University Engagement, East
ELSA	Earth and Life Systems Alliance
FT	Full Time
HE	Higher Education
IFR	Institute of Food Research
INTO	INTO University Partnerships
JIC	John Innes Centre
LTN	London Technology Network
NHS	National Health Service
NNUH	Norfolk and Norwich University Hospital
NRP	Norwich Research Park
NSAD	Norwich School of Art and Design
NSS	National Student Survey
ODG	Overseas Development Group
PG	Postgraduate
PGR	Postgraduate Research
PT	Part Time
PVC	Pro-Vice-Chancellor
QR	Quality Research
R	Research
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RC	Research Council
SCVA	Sainsbury Centre for the Visual Arts
T	Teaching
TSL	The Sainsbury Laboratory
UCS	University Campus Suffolk
VC	Vice-Chancellor