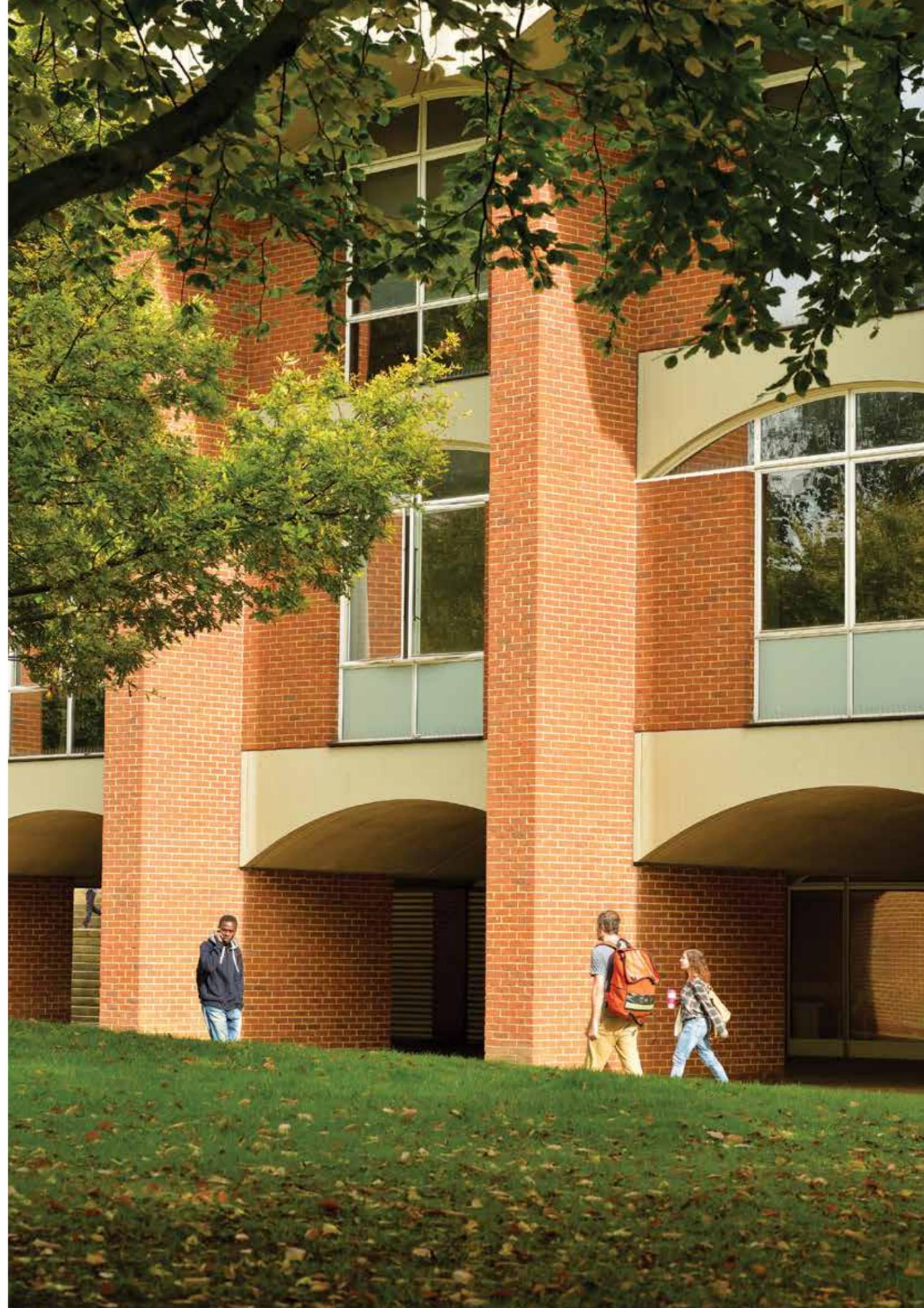


The cover design, made up of pentagons and hexagons, is inspired by the C_{60} (buckminsterfullerene) form of carbon. Its cage-like spherical structure of 60 carbon atoms allows it to withstand extreme pressure and temperature, as well as to react selectively with other molecules while retaining its shape. Professor Sir Harold Kroto discovered C_{60} while researching at the University of Sussex, and his work led to him being awarded the Nobel Prize in Chemistry in 1996 with Robert Curl and Richard Smalley, as well as inspiring a new field of chemistry involving the study of fullerenes. Just as those 60 carbon atoms bond together to form a new and distinct whole, this strategy combines all the work across the University, with exciting possibilities for the future.







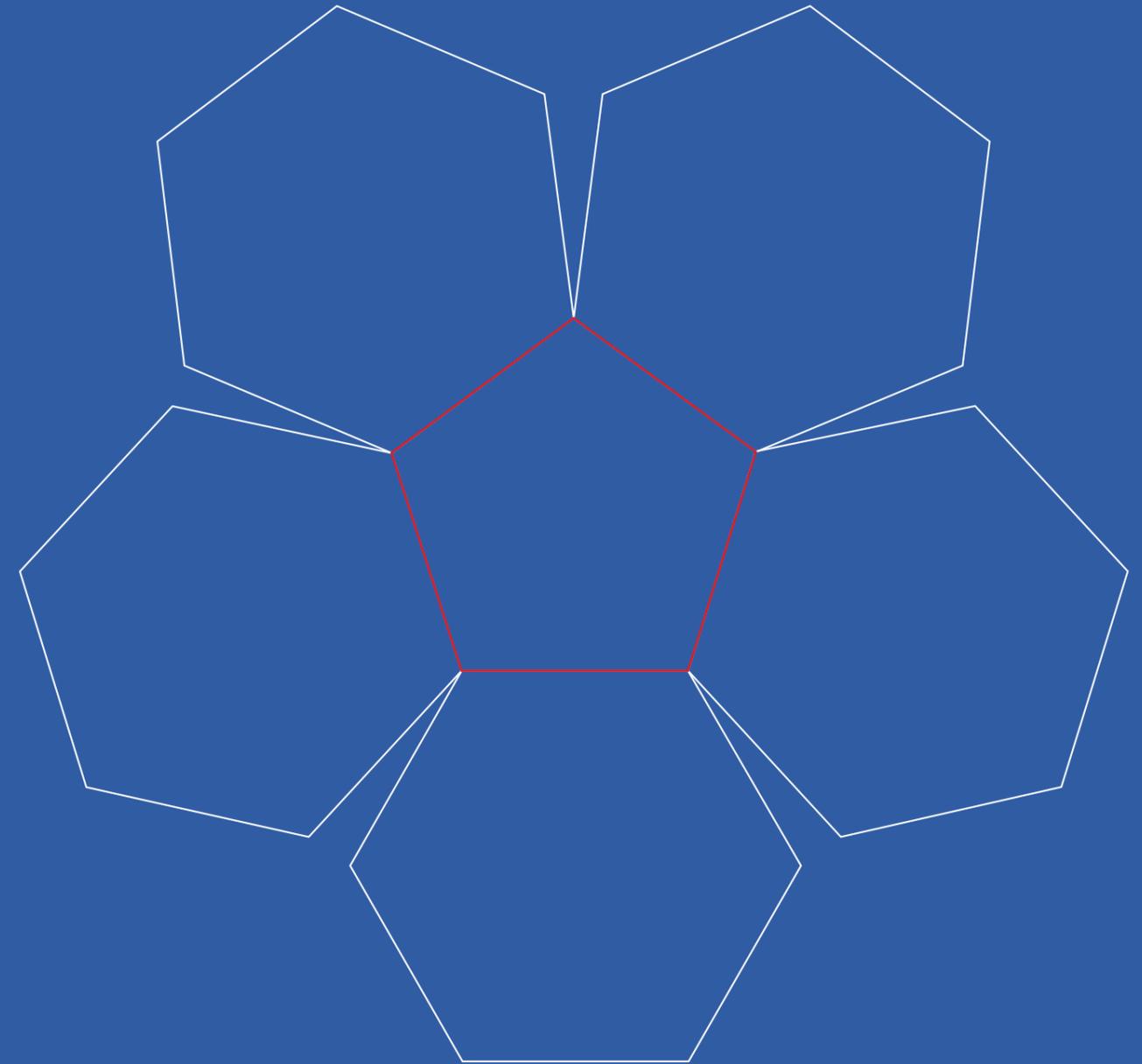
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‘Higher education is entering a new age of professionalism and competitiveness. I believe that this new strategy will allow us to take a lead in this environment, in terms of academic excellence, social impact and financial stability.’

Professor Michael Farthing,
Vice-Chancellor of the University of Sussex



Introduction

1. Introduction from the Vice-Chancellor
2. Our mission and values
3. Our vision for 2018

‘The enduring values of Sussex: innovative critical thinking, an interdisciplinary approach to research and learning, and an understanding that quality is at the heart of all we do.’



Introduction

At the founding of the University of Sussex, our first Vice-Chancellor, John Fulton, said that the proper role of our University was ‘making the future’.

Creating a renewed vision for Sussex in 2009, we took that inspiring phrase – “*Making the Future*” - as the title of our 2009-2015 strategy, since it so clearly and simply captures the essence of Sussex.

We reaffirm this in setting out our new strategy for the next five years: *Making the Future* is our purpose.

Although that 2009 document charted a path to 2015 for Sussex, we are launching this new strategy in 2013 because plans should not stay unchanged in a fast-developing world and in a fiercely competitive higher-education environment. It is also a reflection of our success.

We have exceeded many of the targets that we set in 2009, especially in student recruitment and growth, which have been outstanding.

This means that we are now in a position to establish more challenging goals that reflect our current success and our ambitions for the future.

This new strategy represents the culmination of two years of discussion among our students, staff, and the wider University community, and thanks are due to all those who have helped in its development. This strategy should be as relevant and aspirational for our incoming undergraduates as it is to our established academic researchers and professional services teams.

Those discussions indicated widespread support within the University community for continued growth in our overall size. But, together, we were clear that this needed to be growth with a purpose.

We believe that reaching a significantly larger critical mass in our staff and student numbers allows for a much greater impact from our research, more people benefiting from a distinct Sussex experience and a more robust basis on which to develop our innovative activity.

Our founding over 50 years ago was equally ambitious, with rapid growth driving a new approach to higher education. The enduring values of Sussex are enhanced by this growth: innovative critical thinking, an interdisciplinary approach to research and learning, and an understanding that quality is at the heart of all we do.

Higher education is entering a new age of professionalism and competitiveness. I believe that this new strategy will allow us to take a lead in this environment, in terms of academic excellence, social impact and financial stability.

**Professor Michael Farthing
Vice-Chancellor**

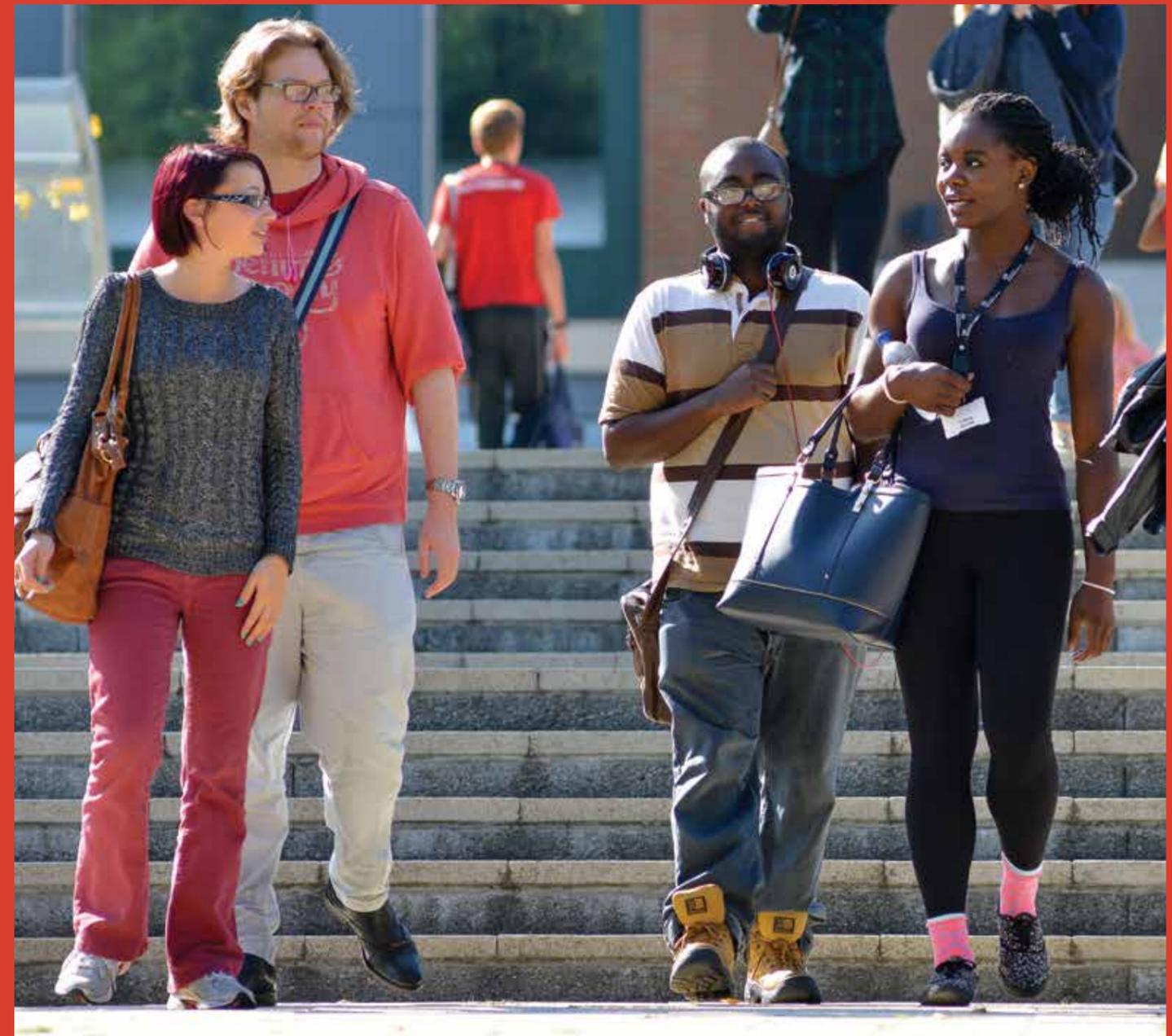
Sussex claims a unique place among British universities. As the first of the new wave of UK universities in the second half of the 20th century, we were founded with a distinct idea of what it should be to be a *new* university. We continue to foster that founding spirit of intellectual, social and pedagogic adventure.

Sussex has already created a world-class centre of excellence for research and teaching, supporting Nobel Prize winners and future leaders of vital organisations and institutions, confident communicators, creative thinkers and internationalists, delivering positive change in the world.

While Sussex has a strong sense of itself as a campus rooted both in the outstanding natural beauty of the South Downs and the urban energy of Brighton, our outlook is global. Playing our role in global higher education, we are a progressive university delivering innovative thought and action, with a worldwide reputation for excellence in learning, research and discovery.

In pursuing our mission, we celebrate the **values** of:

- **Excellence**, through a commitment to delivering the highest standards of research, scholarship, teaching and learning in order to provide a dynamic and stimulating environment for students and staff and to maximise their social and economic contribution to societies;
- **Interdisciplinarity**, through tackling multidimensional problems, while maintaining a strong, broadly based set of disciplines across the arts and humanities, social sciences, sciences and medicine;
- **Engagement**, by actively seeking an external and international approach to all our activities;
- **Challenge**, in which all members of the Sussex community are prepared to explore creatively the status quo and alternatives, within the context of excellence and professionalism, and to seek to make positive change in society;
- **Partnership**, by developing sustained relationships that bring together complementary skills and resources to create mutual benefit and to deliver impact that cannot be achieved by either partner alone;
- **Professionalism**, by upholding freedom of academic enquiry, undertaking activities in a responsible manner using robust, transparent processes and maintaining professional standards in the conduct of all academic and support activities;
- **Equality and diversity**, by making appointments and developing entry routes to the University based on educational merit, and valuing the strength derived from contributions to our mission by people from different backgrounds, traditions, cultures and perspectives;
- **Service**, in which members of the Sussex community seek to use their skills and talents to contribute to local, national and international communities and organisations.



Our vision for 2018

Growth for impact, quality and distinctiveness

'Our vision for 2018 is to be a university of high quality, recognised for our contribution to the global academy and human knowledge, with a size and scale to sustain our distinctive academic endeavour for the future.'

Growth for impact Quality Distinctiveness

Our vision for 2018 is to be a university of high quality, recognised for our contribution to the global academy and human knowledge, with a size and scale to sustain our distinctive academic endeavour for the future.

Growth for impact

Sussex has been on a successful path of growth in both student and staff numbers since 2009 and we aim to continue to grow significantly over the course of this strategy. Achieving this growth is important because we:

- Believe it is right to increase the transfer of our knowledge and research into local and global benefit;
- Want more people to have the opportunity to benefit from the excellent teaching and learning we provide at Sussex;
- Want to sustain and develop our research, ensuring we achieve the 'critical mass' of staff and students needed to be internationally competitive.
- Want to develop new areas of research enquiry and teaching and to make Sussex both a competitor and an attractive partner for new research and academic initiatives;
- Wish to ensure our financial sustainability, and increase our financial resilience and institutional autonomy.

As we grow, we remain committed to being a comprehensive university, undertaking research, teaching and learning across the arts and humanities, social sciences, sciences and medicine.

While significant growth can be accommodated at Falmer, we will also look at options to expand our activities beyond the campus – both in terms of a physical presence and in a major development of our online and distance-learning activities. We will also extend our reach through partnerships with organisations that share our values and can help to deliver our vision.

The summary of major goals on pages 46-47 shows the scale and size of our ambitions for growth.

Quality

Maintaining and enhancing academic quality in research, teaching and learning is our overriding priority, and we will improve the performance of all our activities to support this vision. Academic quality involves the creation and sharing of original and significant knowledge, produced with rigour, integrity and creativity through research, teaching and learning. Nurturing quality in academic work is complex, and requires strategic investment in high-quality researchers and teachers, and in infrastructure and support services. Our plan seeks to deliver growth to support this investment.

Quality and impact in research

As a research-led university, the quality of our research underpins our entire academic endeavour. Our research quality will be recognised by strong performance in the Research Excellence Framework and similar future exercises. To secure and enhance this quality for the future, we require:

- Critical mass in key research areas;
- Research that has high impact identified through its use and public recognition;
- An increase in our research income; and
- An improvement in our facilities, structures and support.

A necessary part of securing critical mass in research will be a step-change in our research and doctoral income performance, making Sussex a university with the capacity and resourcing of research to match its high quality. This will help to generate a virtuous circle whereby higher research performance attracts higher-quality staff and more student applicants, which generates additional resources that can then be invested in staff, facilities and the research environment, which then lifts research performance further.

We will also develop mechanisms to increase the impact of our research on the economy, health, society, culture, technology and public discourse, and more fully communicate and celebrate our positive impact on these areas.

See pages 12-14 for our research goals and strategic ambitions through to 2018.

Quality and impact in teaching and learning

At Sussex, quality teaching occurs when led by researchers engaged in the discipline and in pedagogic practice. The Sussex curriculum will therefore continue to reflect the research interests of our academic staff and to be at the forefront of each discipline in terms of content and teaching methods.

We will continue to innovate in curriculum design to create a learning experience for our students that maximises their opportunity to deepen and broaden their knowledge and skills. We will continue to develop new course structures that facilitate breadth and depth of study, use technology to enrich the student experience, and ensure that our curriculum reflects our interdisciplinary traditions.

Readiness for employment is increasingly important for our students, and many want to help create a better world, as well as have a great career. We will provide greater personal support for our students to develop their skills, drawing on best practice internationally, as well as creating an even higher profile for Sussex among leading global employers.

See pages 18-20 for our teaching and learning goals and strategic ambitions through to 2018.

Distinctiveness and autonomy

Sussex was founded as an explicitly interdisciplinary university. As we grow in the coming years, we will reassert our claim to be foremost among UK universities for interdisciplinary endeavour. Creating new interdisciplinary approaches through our research and increasing opportunities for students to combine subjects in their studies, we will significantly enhance the place of interdisciplinary scholarship at Sussex.

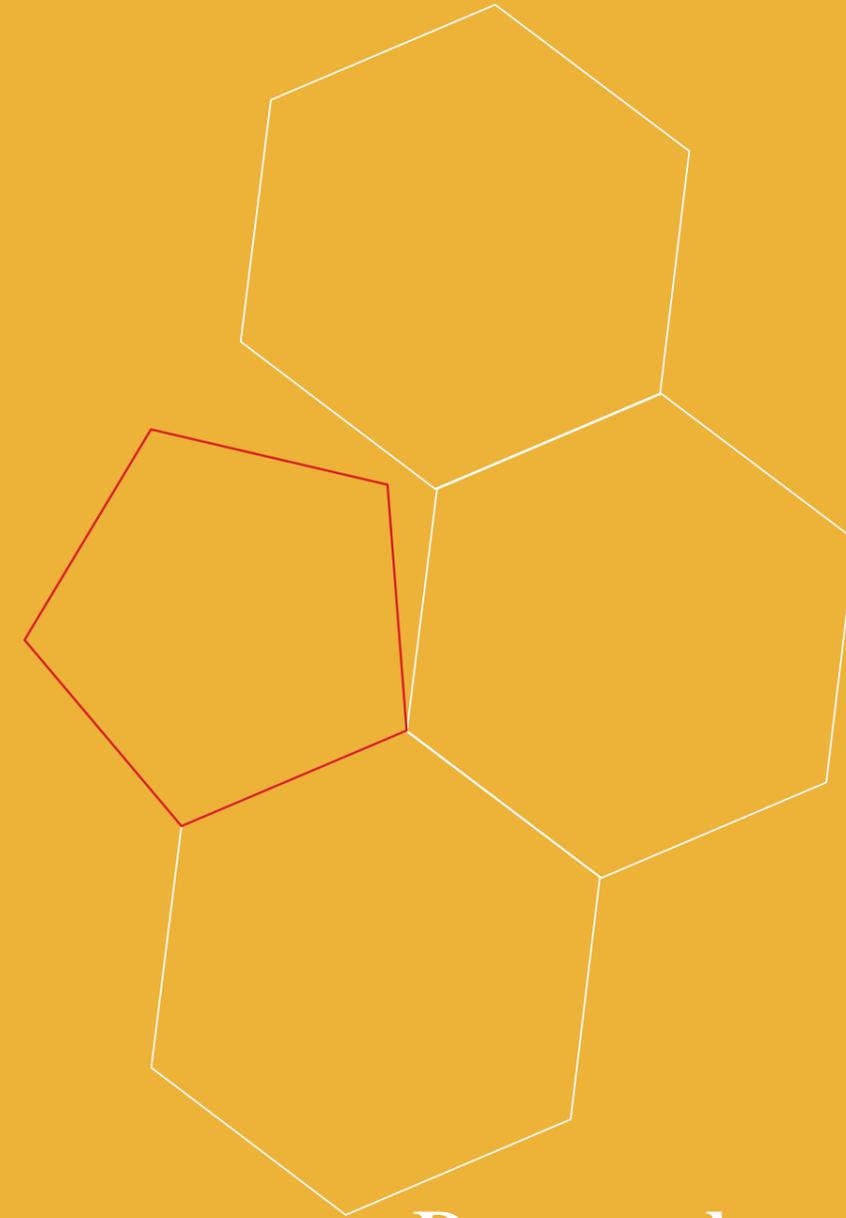
Internationalism is embedded in the intellectual and social life of Sussex, and we will strive to make Sussex ever more welcoming to international students and staff. With increasing numbers of alumni in many countries, we will continue to build Sussex's identity, positioning and role abroad, with major events overseas and the exploration of possible new locations where our research and teaching might develop.

On our Falmer campus, we will develop high-quality new buildings and spaces that complement and preserve the historically significant vision established by Sir Basil Spence. Surrounded on all sides by a National Park, with a rich coastal and rural landscape, we will establish new academic initiatives to take active advantage of this distinctive situation.

Close to London, with easy access to its vast cultural resources and cosmopolitan life, our University is also key to the fabric and intellectual capital of one of the UK's most enterprising cities, Brighton & Hove, where the University is already recognised as a major asset for economic growth. We will continue to enhance workforce skills and provide excellent support to business and technology innovation in the region.

Underpinning our success is a commitment to both academic and financial autonomy that ensures that we are in a robust position to determine our own direction as an institution in a rapidly changing environment.

See page 25 and onwards for our goals and strategic ambitions through to 2018 as we develop our campus and our international activity.



Research and knowledge exchange

1. Our purpose and key goals
2. Our strategic ambitions

Case study
Sackler Centre for Consciousness Science

Bringing together arts and sciences, Professor of Art History, Liz James, and an international group of archaeologists, art historians and glass scientists, are re-evaluating the technology behind the construction of Byzantine mosaics.

Research and knowledge exchange

Our purpose and key goals

Delivering internationally high-quality research of lasting academic value and with impact that benefits and enriches society. We will do this by:

- Increasing the number of research-leading staff, developing a competitive, sustainable critical mass in research in targeted areas.
- Having at least 50 per cent of our units of assessment placed in the top 15 by 2018, with an overall place in the top 20 in the UK's national assessment of research quality.
- Doubling our research income to £54 million.
- Increasing the number of research students to achieve an average of two for each member of faculty.
- Creating three new large interdisciplinary research centres.



Researchers in the School of Education and Social Work visited schools in Bangladesh to investigate the factors affecting school drop-out rates.

Our strategic ambitions

1.1

Our research will be **internationally recognised** for its quality, significance and impact, will deliver significant growth in activity, and our Sussex distinctiveness will be recognised in our **interdisciplinary** approach.

1.2

We will be placed in the top 20 institutions, with at least 50 per cent of our research units in the top 15 in their subject areas in the **UK's national assessment of research quality**. Our expectation will be that all staff produce high-quality research outputs as assessed by their peers, and we will support individuals to generate high-quality and/or high-impact research through the provision of the necessary time, facilities and collaborative environment to succeed, and through more structured and deliberate management of research performance. The internal governance of research will be reformed to improve the translation of this strategy into operational practice.

1.3

Our **research quality** will be developed by:

- Recruiting internationally competitive **research leaders** across the University;
- Enhancing robust **internal review and support processes**;
- Seeking partners for **major collaborative projects** both in the UK and overseas;
- Targeting support towards **key strategic areas for Sussex research**, where researchers in those areas are applying for large bids with a realistic prospect of success; and
- **Diversifying our funding sources** by increasing the proportion of bids to industry, government departments, and other UK and overseas public and private funders.

1.4

We will develop strategies to secure the recruitment of **globally recognised research leaders**, especially to lead major research centres, as well as of researchers with significant external funding at all career stages.

1.5

A formal scheme to welcome and make best use of **visiting fellowships** will be developed within our framework for international partnerships. This may lead on to Visiting Fellows taking a more systematic collaborative role in teaching and research developments.

1.6

We will continue to develop a **sustainable and thriving doctoral and postdoctoral research staff community**, which is essential to high performance in research. We will attract sufficient external funding to enable an offer of competitive levels of doctoral student funding and will perform well against our peers in aiding the career development of our doctoral students and postdoctoral staff. By providing high-quality supervision and facilities, opportunities for interdisciplinary collaboration, and support for development of both research and transferable professional skills, we will act as a source of early career researchers equipped to succeed in their field and in their chosen sector. We will achieve an average of two postgraduate research students per FTE member of staff on teaching and research contracts, and ensure that the proportion of such students in our student body is above the average for our peer group of research-intensive institutions.

1.7

We will undertake our research to the **highest standards of research governance and integrity**. To this end, we will maintain and enhance our research governance procedures and support, and ensure an appropriate level of understanding and application, in line with the Concordat to Support Research Integrity. We will also take proactive steps to ensure full regard to equalities among research staff, for example by pursuing Athena SWAN and similar accreditation to the highest possible level.

1.8

We will create at least **three new large-scale University of Sussex research centres**. These new centres will address significant international challenges and problems, redefine the parameters of one or more disciplines and act as publicly acknowledged leading centres in their fields. Each centre will either build on existing strengths at Sussex or respond to a new field of enquiry and seek to position Sussex at its forefront. These centres will raise the profile of our research strengths to capture the attention of funders, partners and new high-quality staff and doctoral students.

1.9

Our **international research links** will manifest themselves as: joint publications and joint projects across institutions in different countries, funded from novel sources not previously exploited by Sussex; exchange visits for significant periods of time by faculty; and exchange of postdoctoral fellows and postgraduate research students.

1.10

The broader **sustainability of our research** will be secured with state-of-the-art facilities that are maintained to meet appropriate standards, and with representation of research students and research staff in the governance structures of the University. We will enhance access to facilities by expanding our major research collaborations, in relation both to core research facilities and to doctoral training provision.

1.11

We will **enhance the training of professional services staff** supporting research, both centrally and School based, so that academic leaders can take forward their research activities with confidence in the support they receive.

1.12

We will **create economic impact** by working with clients to translate our research into beneficial use and by working with partners nationally and internationally. We will also create social impact by providing a forum for free discussion and debate, promoting evidence-based policy and informed public discourse. We will undertake work on global topics, with effects in the recognition, reputation and impact of the outcomes, and we will look for ways in which our research can contribute to the innovation of others, by making available our research results in an accessible form.

Sackler Centre for Consciousness Science

The new science of consciousness is now revealing its biological basis at the University of Sussex. The Sackler Centre for Consciousness Science is a dedicated research facility that aims to develop an integrated approach to understanding the neural mechanisms of human consciousness.

The Centre was founded in 2010 with a donation from the Dr Mortimer and Theresa Sackler Foundation. Three years on, the Centre, which is co-directed by Professors Anil Seth and Hugo Critchley, has produced over 130 prominent academic publications in peer-reviewed journals, and has implemented successful outreach programmes targeting both the academic community and the wider public.

Interdisciplinary in nature, the Centre brings together consciousness researchers from psychology, psychiatry, informatics and engineering, neuroscience, and cognitive science to address common questions using converging methodologies.

Professor Seth explained the Centre's plans for the future: 'Our research will move beyond correlation to develop new models of neural mechanisms that account for fundamental properties of consciousness.'

'Consciousness is at once the most familiar and the most mysterious feature of our existence. I've always been fascinated by the possibility of understanding consciousness, so it is tremendously exciting to take part in this grand challenge for 21st century science.'

Sussex is uniquely placed for such a Centre of international standing, building on its distinguished reputation for multidisciplinary work in cognitive science, neuroscience and experimental psychology.

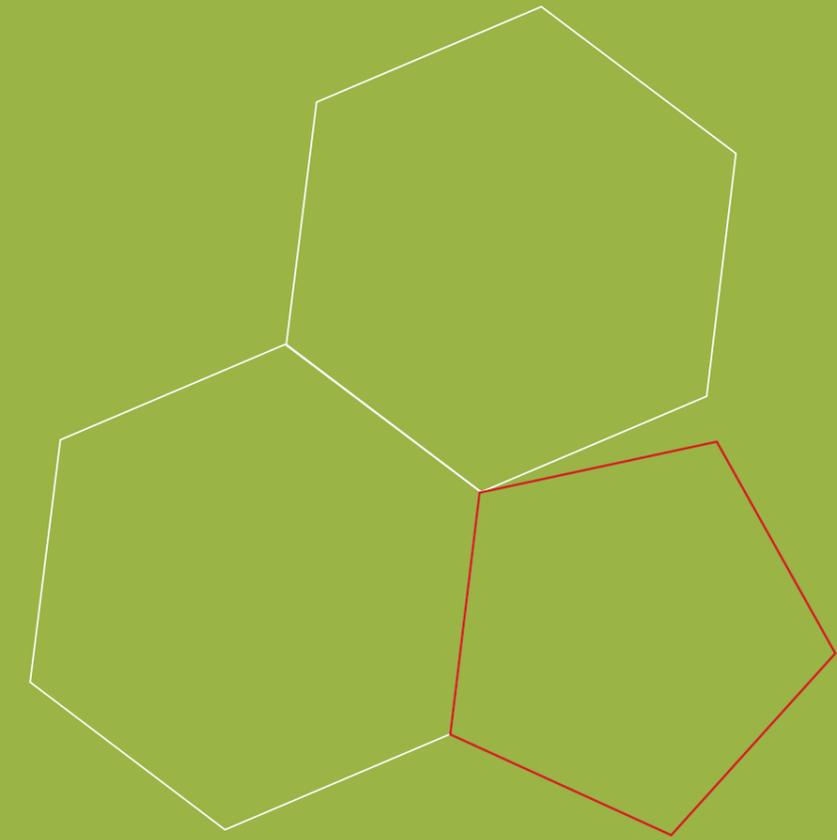
The Sackler Centre synergises with new developments, including the Brighton and Sussex Medical School with its Clinical Imaging Sciences Centre, which offers cutting-edge clinical and neuroimaging expertise. The Centre's close association with Sussex Neuroscience and the internationally leading Centre for Computational Neuroscience and Robotics provides further scope for collaboration and knowledge exchange.



Professor Anil Seth measuring changes in the brain's activity using electroencephalography (EEG) and transcranial magnetic stimulation techniques.



Law graduate Elena Taylor with Marcus Hayes of Mason Hayes in summer 2013. Through the Mason Hayes Charitable Trust Work Experience Scheme, Elena undertook a work experience placement as an in-house lawyer/company secretary at VPS UK, the vacant property specialists, during her degree. Marcus Hayes, a former Sussex student, established the scheme and Charitable Trust, which has also funded several legal scholarships and an annual graduate prize.



Teaching, learning and the student experience

1. Our purpose and key goals
2. Our strategic ambitions

Case study
Professional placements

Teaching, learning and the student experience

Our purpose and key goals

Increasing the number of students getting an outstanding Sussex experience. We will do this by:

- Securing a top 10 position for overall satisfaction in the National Student Survey (NSS) and being in the top 25 for all NSS themes.
- Growing undergraduate student numbers by 50 per cent in targeted academic areas.
- Growing our postgraduate student numbers to ensure that the proportion of postgraduate students is at least 20 per cent.
- Ensuring all undergraduate students have the opportunity to broaden their studies by engaging with some combination of study abroad, placement, a minor pathway and volunteering.
- Being consistently in the top 20 of UK universities in both UK and world rankings.



Our strategic ambitions

1.1

We will provide all students with **high-quality inspirational teaching that is research-led** and delivered in an excellent learning environment. We will continue to invest in the appointment and development of high-quality, internationally recognised academic staff, and provide a resource-rich, collaborative community working to shared pedagogic principles and delivering research-informed teaching.

1.2

Through inspirational teaching and learning and the active engagement of students as co-creators of knowledge, we will create an **educational environment that attracts the best staff and nurtures our students to make a significant impact in their chosen field**. The voice of our students will be championed through working in partnership with the Students' Union and through the principles we will develop in our student charter.

1.3

We will enhance the **quality of the Sussex student experience** so that we consistently secure a top 10 position for overall satisfaction in the National Student Survey (NSS) and a top 25 position in each of the six NSS themes from 2015.

1.4

Our ambition is for **substantial growth in student numbers of around 50 per cent by 2018**, achieved by offering a distinctive, accessible, inclusive course portfolio, ensuring a critical mass of students across the discipline range in order to assure the quality of the student experience. In 2018, 25 per cent of our undergraduates will be First-Generation Scholars, and we will maintain our current international mix of having one in four students from outside the UK.

1.5

We will **grow in areas of high student demand** and sustain core disciplines essential to a comprehensive university. Our portfolio of courses will continue to develop based on principles of interdisciplinarity, research-led teaching in an international context, inclusiveness, diversity and citizenship.

1.6

All students will have the **opportunity to study outside their core subject area** in an interdisciplinary manner, with course structures that facilitate breadth and depth of study, including through new elective pathways.

1.7

We will grow the number of taught postgraduate students, as befits a research-intensive university. The **postgraduate taught portfolio** will be developed to secure a vibrant postgraduate student community, representing no less than 20 per cent of the overall student body.

1.8

We will continue to renew course structures and modes of delivery, and ensure that we have effective mechanisms to establish **new courses in areas of academic demand**, such as the important initiative underway to introduce new biomedical degree courses, developing new academic opportunities from our existing strengths in the Life Sciences.

1.9

We will enhance the academic experience for all students and, in particular, will **enhance the first year to support student transition to higher education** because this year is vital for intellectual engagement and immersion in our Sussex values, building the foundations for future Sussex graduates.

Teaching, learning and the student experience

1.10

We will create graduates with a passion for, and critical understanding of, the ethical dimensions of their field and a strong awareness of their civic and social responsibilities. Our graduates' knowledge and skills will create world citizens with the confidence to be **entrepreneurial and effective leaders** in diverse global environments.

1.11

Our **courses will include substantive introductions to the philosophical and methodological bases of research**, and to the ethical foundations of scholarship, which will nurture and inform future careers in business, academia, industry, social and ethical enterprise, and elsewhere.

1.12

We want to enable all students to shape their personal learning journey through participation in individual and collaborative learning that is innovative and flexible. In particular, all students will have the opportunity to individualise their learning by taking part in **study abroad and/or professional placements** at home or overseas. All undergraduates will engage in such opportunities by 2018.

1.13

International partnerships will include **the development of dual degrees at Masters level**. In this way, we will increase the number of opportunities for students to access to an international experience irrespective of their country of origin.

1.14

We will increase the number of **international educational, cultural and social activities** open to everyone on the Sussex campus, to help expose all our students to a globalised world and a diversity of cultures.

1.15

We will identify opportunities to develop **new online and distance learning programmes**, expanding the Sussex experience beyond the campus.

1.16

We will maximise the effective use of **emerging techniques and technologies** to enhance the learning experience, alongside teaching that embraces innovative methods and spaces.

1.17

We will enhance our **mentoring scheme for students** to lead the sector. One feature will be an international element, utilising our alumni networks around the world.

1.18

We will develop employability support that recognises and promotes the determination of many Sussex students to create a better world as well as a great career. Sussex will work with employers to find **high-quality employment opportunities** for graduates, including international opportunities, and we will reach the upper quartile of universities for graduate-level employment or further study as benchmarked to similar institutions.

1.19

We will improve facilities for **the sporting and cultural aspects of our student experience**. SussexSport will work with the Students' Union to ensure we remain in the top 50 sporting institutions recognised by British Universities & Colleges Sport (BUCS).

1.20

The University's fees and scholarship schemes will continue to be informed by the market conditions in higher education, but Sussex will **sustain its values with regard to diversity in the student intake** and enabling entry irrespective of background, particularly through sector-leading provision, as established in 2012 by our First-Generation Scholarship scheme.

Case study Student experience

Professional placements

According to a report published by High Fliers Research in December 2012, the UK's top 100 employers expect that over a third of this year's entry-level positions will be filled by graduates who have already worked for their organisations.

Placements in industry can give students a competitive advantage in the job market, by giving students valuable career skills training. They could also lead to a permanent job after graduation.

The School of Business, Management and Economics at Sussex has been running a placements scheme since 2012, through which students find places in companies such as Virgin Holidays and the pharmaceuticals giant Pfizer. In 2013, the second year of the scheme, 64 Sussex undergraduates were accepted onto specially tailored degrees 'with a professional placement year'. Students spend their third year in paid roles in industry, returning to campus for the final year.

Students research and apply for their own placements to ensure they will be tailored to their interests, and the University supports them by fostering links with employers and creating networking opportunities. Tutors visit students and employers during the placement to help students contextualise what they have learned.

Jess Reilly, Business and Management Studies (with a professional placement year), took part in the pilot scheme. She undertook her placement at Amadeus, a tech company that services the travel industry. She explained: 'It was fundamental to gain relevant work experience – I thought it would give me the edge when applying for jobs when I've graduated.'

Professor Ian Davidson, Head of the School of Business, Management and Economics said: 'Placements provide an opportunity for both students and employers to see if they are a good fit for permanent employment. But even if that doesn't happen, the experience gained by the student is invaluable in helping them to gain employment elsewhere.'

Victoria Swanson (pictured), who undertook a placement at Pfizer working as an Industrial Trainee (Procurement) in 2012-13, said: 'Before I began work at Pfizer, I knew little about procurement but had always been intrigued by the idea of working in operations as a buyer. I now feel this is a career path I would definitely like to pursue.'



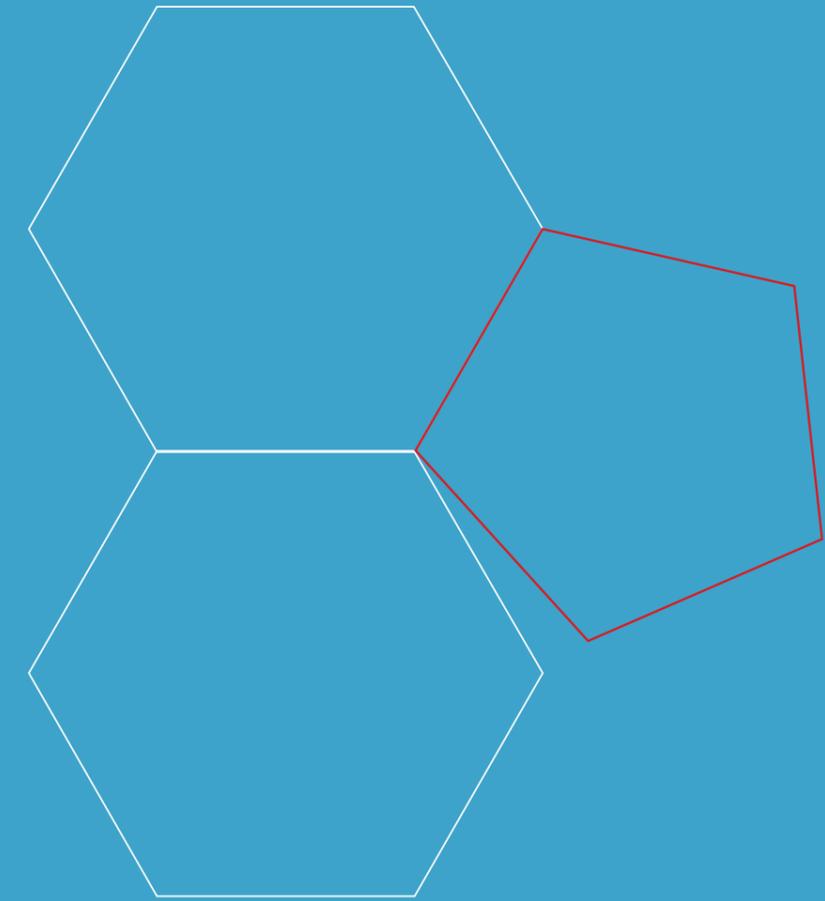
Victoria Swanson undertook a work placement at Pfizer, as part of her BSc in International Business (with a professional placement).



1. Summer graduation 2013 2. Undergraduate Music students performing in the Meeting House 3. Students from the School of Law, Politics and Sociology on results day 4. Ultimate Frisbee team practice 5. An Ecology and Environment field trip to Beachy Head 6. Cheerleading Society 7. Drama at Sussex 8. Learning in the Creativity Zone 9. New graduates celebrate at the Brighton Dome.



The Fulton building, named after the University's first Vice-Chancellor, Lord Fulton, was completed in 2010. The £10-million development provides 3,000 square metres of teaching space, including two 160-seat lecture theatres and 26 seminar rooms.



Our Falmer campus

1. Our purpose and key goals
2. Our strategic ambitions

Case study
A new centre for life sciences

Our Falmer campus

Our purpose and key goals

Creating a high-quality physical environment at Falmer to attract the best students and staff where they will be able to enjoy their study and work. Major projects include:

- Delivering our vision through a new Campus Masterplan to increase capacity while continuing to enhance the environment in sympathy with the architectural heritage of the campus.
- Improving our academic facilities including a major renewal of the science estate.
- Increasing the residential accommodation to provide housing for 40 per cent of our students.
- Continuing to invest in library, IT and other academic support facilities to ensure excellent infrastructure and facilities for our students and staff.
- Developing our sport, leisure and social facilities for the campus community.

Our strategic ambitions

1.1
High-quality research, teaching and learning cannot take place without appropriate infrastructure. Provision of **high-quality, fit-for-purpose connectivity and IT, research facilities, libraries, learning and social spaces**, will be a top priority in new capital development projects.

1.2
We will create a new **Campus Masterplan** to provide the framework to support a student population of around 18,000, while preserving and enhancing our green spaces and outstanding architectural heritage.

1.3
We will upgrade the University's **teaching and learning facilities** to create an outstanding educational environment, including excellent facilities for technology-enhanced learning.

1.4
We will **renew the science estate** so that our high-quality research and teaching, and growing ambitions in key academic areas in science, are sustained and supported.

1.5
We will continue to develop and improve the **landscaping** of our campus, ensuring that the physical estate and infrastructure are of high quality and that biodiversity is maintained.

1.6
We will significantly increase the capacity of our **residential accommodation**, offering more students the opportunity to live within our beautiful Falmer site, and increasing overall the accommodation available to provide housing for 40 per cent of our students.

1.7
A **new visitor centre** will act as a central information point and a 'front door' for prospective students, visiting alumni, and existing and potential partners so that they enjoy the best-possible welcome to our campus.

1.8
We will develop the physical infrastructure that supports the **wider student and staff life on campus**, including the creation of a new sports centre, and renewed café, retail and social spaces.

1.9
We will continue to invest in a wide range of other **campus infrastructure improvements**, including telephony, other utilities and compliance works, to meet the needs of our growing community.



Case study Our Falmer campus

A new centre for life sciences

A new laboratory building for life sciences will support the University's aims of delivering innovative, forward-looking research, tackling questions that require interdisciplinary thinking and novel approaches and educating the next generation of world-leading scientists.

Research and teaching in the School of Life Sciences, in collaboration with other schools at Sussex, ranges from biochemistry, molecular biology, pharmacology, chemistry, genome stability, and neuroscience to evolutionary and behavioural biology, and ecology. Sussex life sciences research has an illustrious history, with two Nobel Prizes for chemistry and major breakthroughs in understanding the causes of neurodegenerative diseases and cancers. The School now has around 75 research leaders and counts five Fellows of the Royal Society among its faculty.

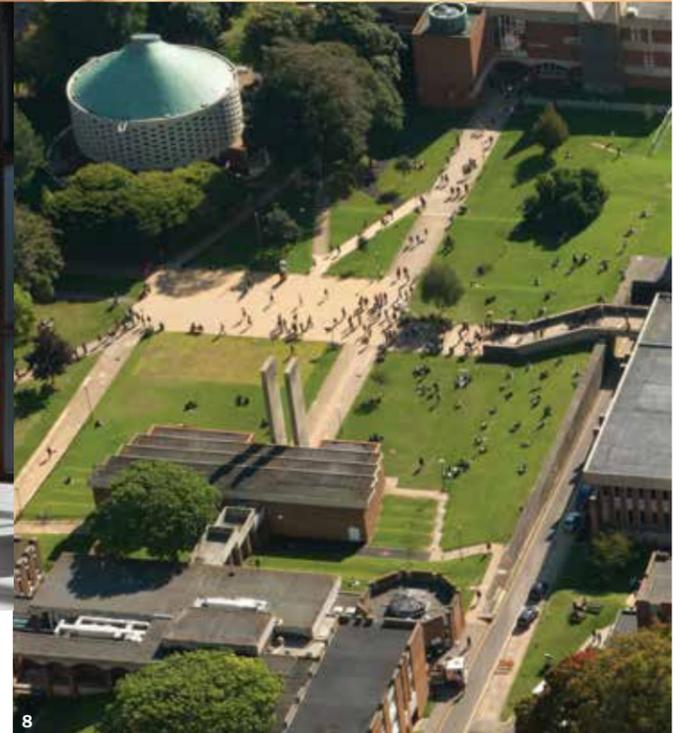
The new building will accommodate a host of state-of-the-art facilities, and is being designed with flexibility and future-proofing in mind.

Head of Life Sciences, Professor Laurence Pearl, explained: 'Our vision is to develop an open and interactive research environment, with specialist research facilities, for example, mass spectrometry, large-scale cell culture and x-ray crystallography, available to all scientists. Our concept is that shared facilities will foster interdisciplinary collaborations and provide new opportunities for interacting with industry in designated "incubator labs".'

Sara Hinchliffe, Life Sciences School Manager, said: 'The new building will allow researchers to work side by side, encouraging interdisciplinary working. We really want to create an environment that will inspire researchers and prospective students to come and join us, so we'll be thinking carefully about the social spaces as well as the labs.'

Professor Pearl described the building's potential as a teaching space: 'We're designing the building with the future of learning as well as research in mind. Our aim is to provide tomorrow's students with the chance to develop practical scientific skills surrounded by scientists striving to answer big questions. It's going to place practical teaching at the heart of a vibrant research-intensive environment. This is what Sussex is all about.'

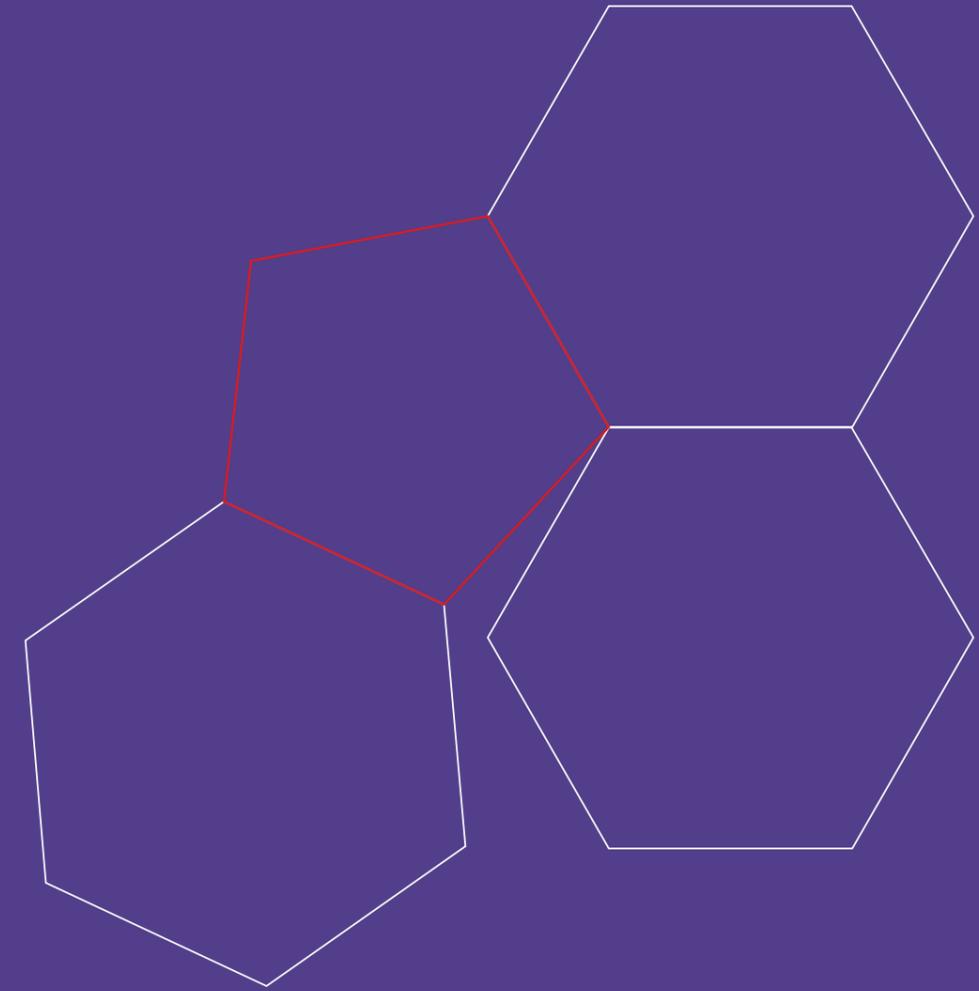
A life sciences researcher working in a biology lab in Chichester II.



1. The Keep, the new public archive a short walk from campus
2. Sussex green spaces 3. Northfield accommodation 4. Students revising outside the Library 5. The Jubilee lecture theatre exterior view 6. Inside Jubilee lecture theatre 7. Fulton building foyer 8. Aerial view showing the iconic Meeting House.



A delegation from the University of Sussex visited the Chinese University of Hong Kong (CUHK) in August 2013. CUHK is one of a number of universities in Asia with which Sussex has long-standing links and is exploring deeper collaboration in teaching and research. From left to right: Marcus Williams, Director of Student Recruitment and International Affairs at Sussex; Professor Chris Marlin, Pro-Vice-Chancellor (International) at Sussex; Professor Fok Tai-fai, Pro-Vice-Chancellor at CUHK; Shally Fan, CUHK Director of Academic Links; and Amy Chan Programme Manager, Office of Academic Links.



External engagement

1. Our purpose and key goals
2. Our strategic ambitions

Case study
The Keep

External engagement

Our purpose and key goals

Building more and stronger partnerships with external organisations, institutions and individuals locally, nationally and internationally. This will include:

- By 2018 Sussex will have around 10 strategic international partners.
- Increased engagement with alumni to strengthen their relationship with Sussex and support our activities.
- Strengthening engagement with the local community to demonstrate the value of the University.

Our strategic ambitions

International partnerships

1.1

The University of Sussex has an impact on the international stage through our graduates across the world and through our academic partnerships with international institutions. We will maximise the benefits of our research and educational provision by significantly growing the number and strategic importance of our **external partnerships**.

1.2

We will significantly increase the number of **international placements** for our students, which will also have a tangible effect on our economic and social impact overseas.

1.3

We aim to introduce a **University of Sussex Regional Centre for each major global region**, leading recruitment, potential partnerships and academic activity.

Engaging our alumni

1.4

We will build on the success of our *Making the Future* campaign, which is fostering a **burgeoning culture of philanthropic giving** to the University, with three-quarters of the £50-million target already secured. New scholarship programmes, academic chairs and research centres have been launched in recent years thanks to the generosity of alumni, friends, corporations, trusts and foundations.

1.5

We will also build on the successful 50th anniversary celebrations in 2011-12, develop new initiatives, events and volunteering opportunities that **strengthen our links with alumni and friends**, and foster their involvement and life-long commitment to Sussex as advocates and ambassadors for the University worldwide.

1.6

We will continue to engage our alumni community in order to **support students** through schemes that improve the student experience or employability skills, such as the Learning to Lead Programme and the Sussex Graduate Network of volunteers who offer careers advice.

1.7

We will **showcase our leading UK and international alumni** to prospective students and expand the range of alumni consuls we employ. We will develop a mentor scheme with our alumni to provide high-quality support for incoming students.

1.8

As we grow our international numbers further in larger nations such as China, we will hold **overseas graduation ceremonies** to ensure our students and families can enjoy and celebrate their success.

Community and civic engagement

1.9

We will continue our **academic partnerships** with local colleges and schools, including validated provision and relationships with Further Education colleges, and hosting staff development events for local teachers and lecturers.

1.10

We will enhance **local and regional research-based connections** in conjunction with local bodies such as Brighton Museums and Glyndebourne, or through contract research, for example with our local NHS Trust.

1.11

We will **further develop our creative and intellectual engagement** to promote public understanding of the ideas and research being developed at the University through a wide range of events on and off campus.

1.12

We will continue to run **education programmes open to the public** in selected academic areas, such as language studies.

1.13

Opportunities for **community access to our academic and learning resources** will be developed, for example with the new Keep facility housing our Special Collections and Mass Observation Archive and with the opening of the Attenborough Centre as our major research centre for the arts on campus.

Widening participation and volunteering

1.14

We will continue to work with local school and college students **to promote widening participation** in higher education.

1.15

We will continue to expand opportunities for Sussex students to undertake a wide range of **volunteering engagements** in the local community, including in collaboration with the Students' Union.



Case study External engagement

The Keep

The Keep – a new historical resource centre – is the result of a major partnership with East Sussex County Council and Brighton & Hove City Council. Due to open in November 2013, The Keep is providing new opportunities for public engagement.

The University has transferred its Special Collections to the new purpose-built repository, a short walk from campus. The collections include the Mass Observation Archive, containing a wealth of papers collected by the social research organisation in the 1930s and 40s, to which new material has been added, up to the present day. At The Keep, the collections will be maintained at an optimum temperature for their preservation and reduce the risk of fire and water damage.

The £19-million building project has produced a series of spaces that are bright, light, technology-rich and conducive to enjoying the collections.

Fiona Courage, Special Collections Manager, explained: 'The move to The Keep has opened up opportunities to engage not only with local residents and schools but also visiting genealogists, historians, sociologists, and anthropologists from around the world.'

The public spaces of The Keep include reading rooms and several teaching, learning and events spaces. Fiona said: 'We have developed a huge activity programme aimed at young children right through to "third age" scholars. We have more space and better facilities to host them than we had at the Library. We now have a coach park outside the door, which makes all the difference to visiting groups.'

The Keep also brings experts in the library, archives and heritage sector together for the first time. 'Coming together has allowed us to pool our ideas, expertise and resources, and to put in more exciting project funding bids,' explained Fiona.

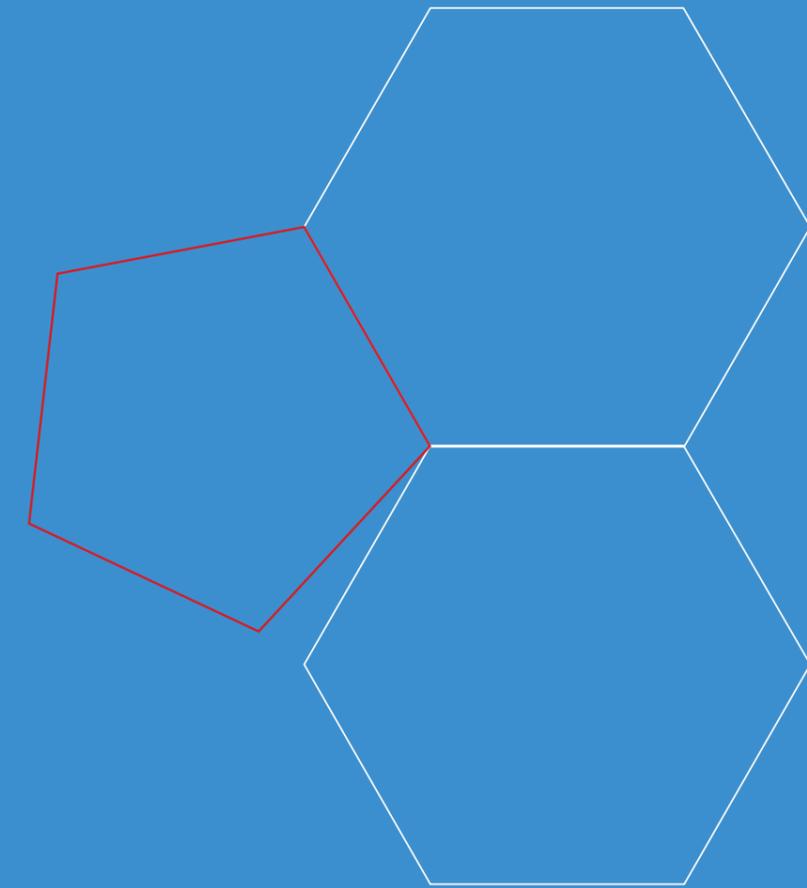
One such funding bid has already proved successful – in July 2013 The Keep received a £44,000 grant from the Heritage Lottery Fund. This has enabled staff to run workshops and create new resources for schools that are based on archive materials.

University Librarian, Kitty Inglis, said: 'The investment made by the University and its partners will have far-reaching benefits, ensuring the preservation and development of archives and special collections of local, regional, national and international significance and inspiring future generations of researchers'.

Fiona Courage in the strong room of The Keep, a temperature-controlled environment containing six miles of racking to hold archival materials.



Mike Herd, Executive Director of the Sussex Innovation Centre, a business-incubation hub at Sussex. In April 2013 Mike received a Queens Award for Enterprise Promotion, which rewards significant contributions to encouraging entrepreneurship.



Economic and social impact

1. Our purpose and key goals
2. Our strategic ambitions

Case study
Andrew and Virginia Rudd Centre
for Adoption Research and Practice

Economic and social impact

Our purpose and key goals

Strengthening the economic and social impact of the University on the wider region. We will do this by:

- Growing the regional economic impact of the University's activities by 50 per cent by 2018.
- Achieving greater business engagement and incubation led by the Sussex Innovation Centre, including the establishment of two new innovation hubs in the region.
- Increasing the translation of research outputs and academic expertise.
- Increasing our influence on public policy and discourse.
- Expanding our engagement with local employers – delivering high-quality, skilled and innovative graduates, boosting the productivity of the regional economy.

Our strategic ambitions

1.1

As an organisation with a turnover of £200 million and over 2,200 staff, and which brings in 5,500 new students to the region each year from dozens of different countries around the world, the University will champion its role working as a **major partner** with local agencies in relation to planning, transport, policing and provision of utilities.

1.2

The University is already recognised as a major asset for **economic growth planning** in the Brighton & Hove area. We will help to sustain the city in the national top five for workforce skills, and provide excellent support to business and technology innovation as we already do, for example, through our close links with the locally based global technology division of American Express.

1.3

An independent review for 2012-13 confirmed that the **gross economic impact of the University was over £500 million**, with a net value-added of £325 million and tax revenues generated of nearly £90 million. Our activity supports over 6,000 jobs and makes up over 2.5 per cent of the whole local economy. Our ambition is to increase this impact by 50 per cent through growth of the University and more effective external engagement.

1.4

We will enhance the provision of **high-quality business incubation services**, primarily via the campus-based Sussex Innovation Centre, enabling innovative new businesses to develop and establish themselves in a technology- and knowledge-rich environment.

1.5

We will increase the **translation of research outputs and academic expertise** for the commercial benefit of the University and to increase our contribution to particular sectors and to the local and national economy. Since our research is increasingly available in accessible formats, it will also contribute to wider regional and national innovation.

1.6

We will increase our influence on **public policy and discourse** locally, nationally and internationally, through our research, consultancy and production of strong graduates.

1.7

We will expand our engagement with hundreds of **local employers** – by providing access to students to undertake part-time jobs while studying, and also facilitating graduate employment. Economic benefit will also derive from the expansion of placement and internship opportunities with local businesses. Our careers service, working in conjunction with the Sussex Innovation Centre, will continue to improve its excellent range of services and its employer network support.

1.8

We will undertake further periodic surveys to identify the immediate economic benefit of the presence of the University, in terms of jobs and wages, and purchasing of goods and services, flowing into the local and regional economy, and how that benefit **increases over the period of this strategy**, in line with growth of turnover and jobs

Case study Economic and social impact

Andrew and Virginia Rudd Centre for Adoption Research and Practice

Subtle changes in society occasionally give rise to new areas of scientific study. A recent example of this is the changing nature of family. With the traditional nuclear family in decline, increasing numbers of children in the UK and Europe are brought up by parents who are genetically unrelated to them – they have either been adopted, experienced parental remarriage, or been born, for example, via assisted reproductive technologies.

This has redefined the nature of adoption, and with it, changed the face of adoption research. To answer needs for research, both to support intervention in social care, and to inform Government policy, a new Centre for Adoption Research and Practice has been created at Sussex, with help from a substantial donation by Andrew and Virginia Rudd.

A unique initiative in the UK, the Centre, which initiated activities in October 2013, aims to explore areas including how separation, maltreatment or pre- or post-natal trauma may affect child development and how new research insights from neuroscience and genetics can inform practice.

Professor Gordon Harold is the Centre's founding Director and has been appointed Andrew and Virginia Rudd Chair in Psychology. Professor Harold's background is in developmental psychopathology, behavioural genetics and family psychology. He explained the link between a child's upbringing and development: 'Evidence suggests that the experiences children have within families are a very significant factor in their development, bearing on their emotional development, behavioural development, and later academic development; understanding how to promote positive child development in the context of family life is a goal of significant social, clinical, policy and long-term economic interest'.

As well as affecting the lives of individuals, adoption and related family research also impacts at a wider social and economic level. Having a positive effect on the early development of individuals can, for example, reduce the chances of depression and other mental illnesses in later life. Professor Harold explained: 'By 2020, according to the WHO, depression will be the second leading cause of disability-adjusted life years – time lost to illness – internationally. So the origins of depression as an index of mental ill health is hugely important, with family life evidenced as a profound influence on long-term mental health development.'



Professor Gordon Harold joined the University in October 2013 as its first Andrew and Virginia Rudd Chair in Psychology.



As part of the improvement of catering on campus, SussexFood outlets have been undergoing some changes in partnership with Chartwells, with brand new menus in each of the eight food outlets. Sous Chef Mark Kipling is pictured above, preparing breakfast in Eat Central's kitchen.



Professional services

1. Our purpose and key goals
2. Our strategic ambitions

Case study
Leadership development programme

Our purpose and key goals

Supporting academic excellence and the student experience with excellent value professional services delivered by high-quality people working with the best facilities and partners.

- We will continue to enhance our approaches to attracting and recruiting the best staff into our professional services, and to training and developing the effectiveness of staff.
- We will continue to invest in equipping our staff with high-quality fit-for-purpose facilities and systems.
- We will continue to work with, and to learn from, external partners who bring specialist expertise to the benefit of staff and students.

Our strategic ambitions

1.1

Effective professional services teams are a vital part of the success of our academic endeavour across research, teaching and learning. We are committed to supporting sustained growth in the academic enterprise. Quality in the **recruitment and development** of all staff is a high priority.

1.2

Our staff will work with the best tools: we will continue to procure and **implement sector 'best-of-breed' business technology**, including new human-resources and student-administration systems.

1.3

We will **enhance training and staff development** of professional services staff supporting research and teaching, so that academic staff are able to lead and deliver their work with confidence in the support that is provided.

1.4

Continued investment will involve a major programme of relocation of central professional services, to ensure that staff are **in optimal locations and working spaces**.

1.5

We will continue to work effectively with, and to learn from, **external partners**, who complement internal skills and bring specialist expertise on to the campus, to the benefit of staff and students.

Case study Professional services

Leadership development programme

Now in its fourth year, the leadership development programme is helping to support managers across the university to maximise their potential. To date, 60 participants have completed the programme.

Head of Research Development Rossana Dowsett, a participant in the 2013 programme, highlighted the benefits of staff development in professional services: 'Staff in professional services at Sussex bear great responsibility in supporting and implementing key strategic developments and policies. Investing in staff can help to ensure success. By developing people, you help to bring them with you on a journey, and they feel that their contribution is valuable.'

Rossana accepted her place in the 2013 leadership development programme following a nomination by her line manager, the Director of Research and Enterprise.

Describing her reasons for joining the programme, Rossana explained: 'As my team has grown, I've encountered more personnel management challenges and taken on more of an influencing role outside my team. I joined the leadership programme hoping to learn from others' experiences, as well as those of the programme leaders'.

The provider, Ashridge Consulting, offers specialist training delivered via a series of workshops. Rossana said of the programme leaders: 'They are aware that there are people at different levels of seniority in the group, coming from different parts of the University. They have skillfully created an environment where day-to-day barriers have fallen away – the group is able to interact openly and constructively on equal terms.'

'We've also discovered that there are some common challenges that we are all facing, both in professional services and in the academic departments, which we didn't necessarily expect. It has also helped us to identify ways to adjust our approach to allow for our differences', she said.

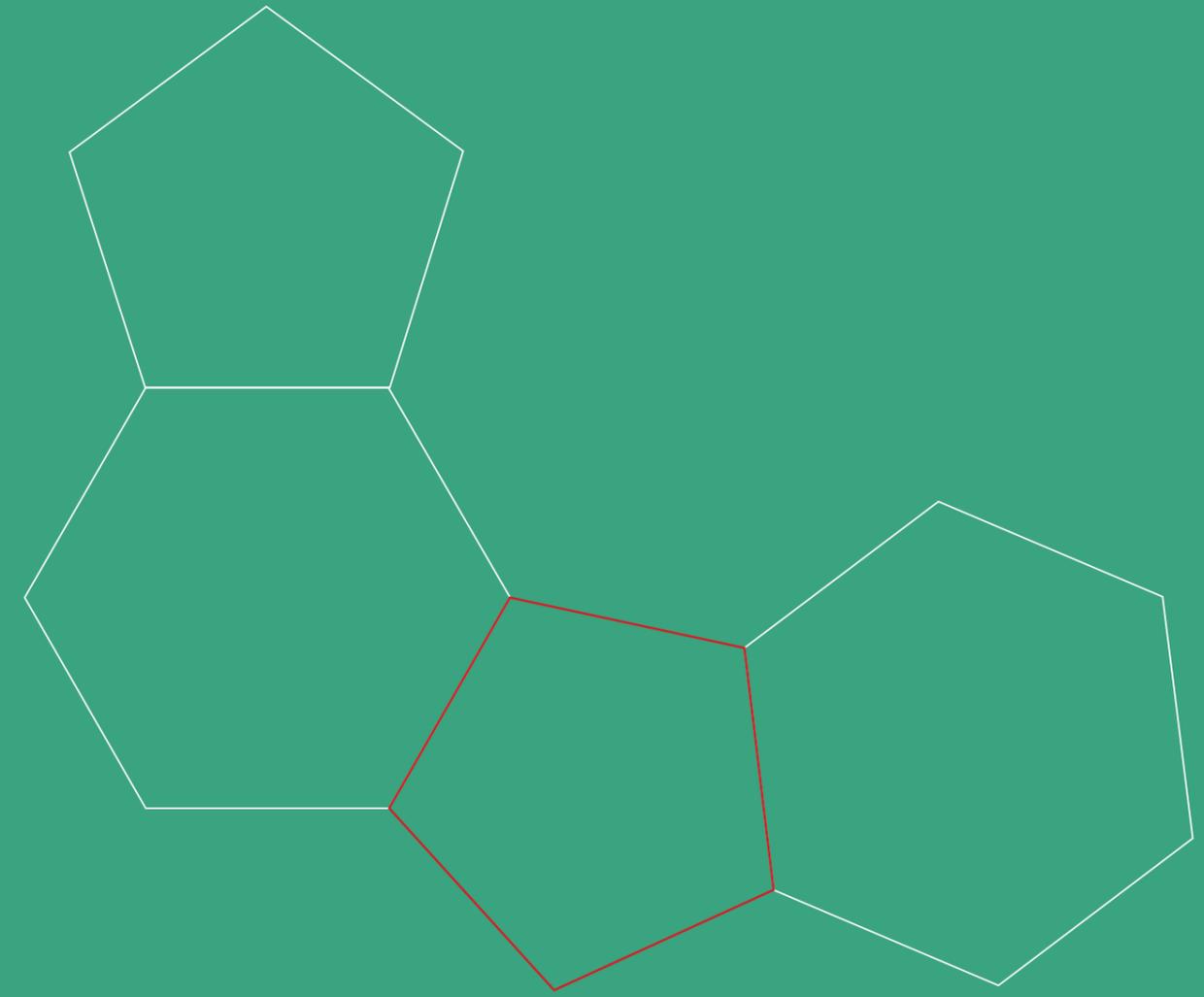
Rossana explained her action plan after the programme: 'With the arrival of the new University strategy I plan to develop a sub-strategy specifically for my team, which will define our vision and aims. I hope this will also help us to communicate to other parts of the University about what we do and hope we can add value to the University's research ambitions.'



Rossana Dowsett (Research and Enterprise Services) has been a member of staff at the University for 20 years. She is a member of the 2013 leadership development programme.



The new Jubilee building has been classified 'Excellent' by the Building Research Establishment's Environmental Assessment Method (BREEAM). Technologies used in the building include light-catchers to reduce heating and cooling, rainwater harvesting and energy-efficient lighting.



Sustainable operating

1. Our purpose and key goals
2. Our strategic ambitions

Case study
Campus Masterplan

Our purpose and key goals

Securing the platform for the University's sustainable future by:

- Increasing total turnover by 50 per cent.
- Generating overall annual institutional surpluses of 10 per cent to support planned investment.
- Reducing CO₂ emissions by 44 per cent by 2020.
- Further improving staff engagement with the University's aims and values.
- Further improving the proportion of women in senior roles.

Our strategic ambitions

Financial

1.1

We will **increase turnover** by over £100 million, more than 50 per cent compared to 2012-13, by growing and diversifying income sources.

1.2

We will reduce the proportion of our income derived from government, and **increase income from research, contract and other sources, including philanthropy**.

1.3

Through prudent planning and cost control, we will **generate surpluses** sufficient for planned investment in the University and its academic development. By 2018, we will achieve an annual surplus of at least 10 per cent across the institution, and at least a 4 per cent in every academic school. This growth and surpluses generated are vital for investing in the sustained, future success of the institution.

Environmental

1.4

We will continue to work towards our established target of **reducing our CO₂ emissions by 44 per cent by 2020**, by upgrading our buildings and delivering on action plans to achieve institutional environmental targets.

1.5

Our **teaching portfolio** will continue to be developed in line with the demands of a global environment, ensuring that a balance is struck in terms of courses that are offered on campus, off site, in distance or blended learning or in the form of continuing professional development or executive offerings.

Staff

1.6

We will further improve **staff engagement** by progressively improving the rate of completion and effectiveness of the appraisal process, and by conducting regular staff-engagement surveys.

1.7

We will continue to ensure a **diverse staff body** benchmarked against sector averages. Within our equalities commitments, we will improve the representation of women in senior academic and management roles, building on existing work, including the Athena SWAN scheme.

1.8

We will invest in our **staff development strategy** to support our high standards in research, teaching and learning, and professional services, recognising successful innovators through appraisal and promotion processes.

1.9

Sussex's staff is a community based on mutual respect, and one that pursues open, constructive dialogue with all its members. We will continue to build a workplace that develops talent, values initiative, and celebrates diversity and openness. **Fostering a culture of excellence**, we will seek to build confidence among all employees, encouraging them to take personal and professional responsibility in their work.

1.10

We will develop **existing opportunities to enjoy a rounded career**: championing family-friendly policies, giving access to all staff to sport, fitness and well-being services and facilities, offering lunch-time and evening talks and the opportunities to learn languages, as well as supporting professional development.

Case study Sustainable operating

Campus Masterplan

As we look forward to 2018 and now sit alongside the newly designated South Downs National Park, the sensitive development of the campus is even more critical than ever.

The University of Sussex created a Campus Masterplan in 2004 to provide a planning framework that would support an ambitious programme of building and regeneration for Sussex, in line with our academic mission and plans for strategic development.

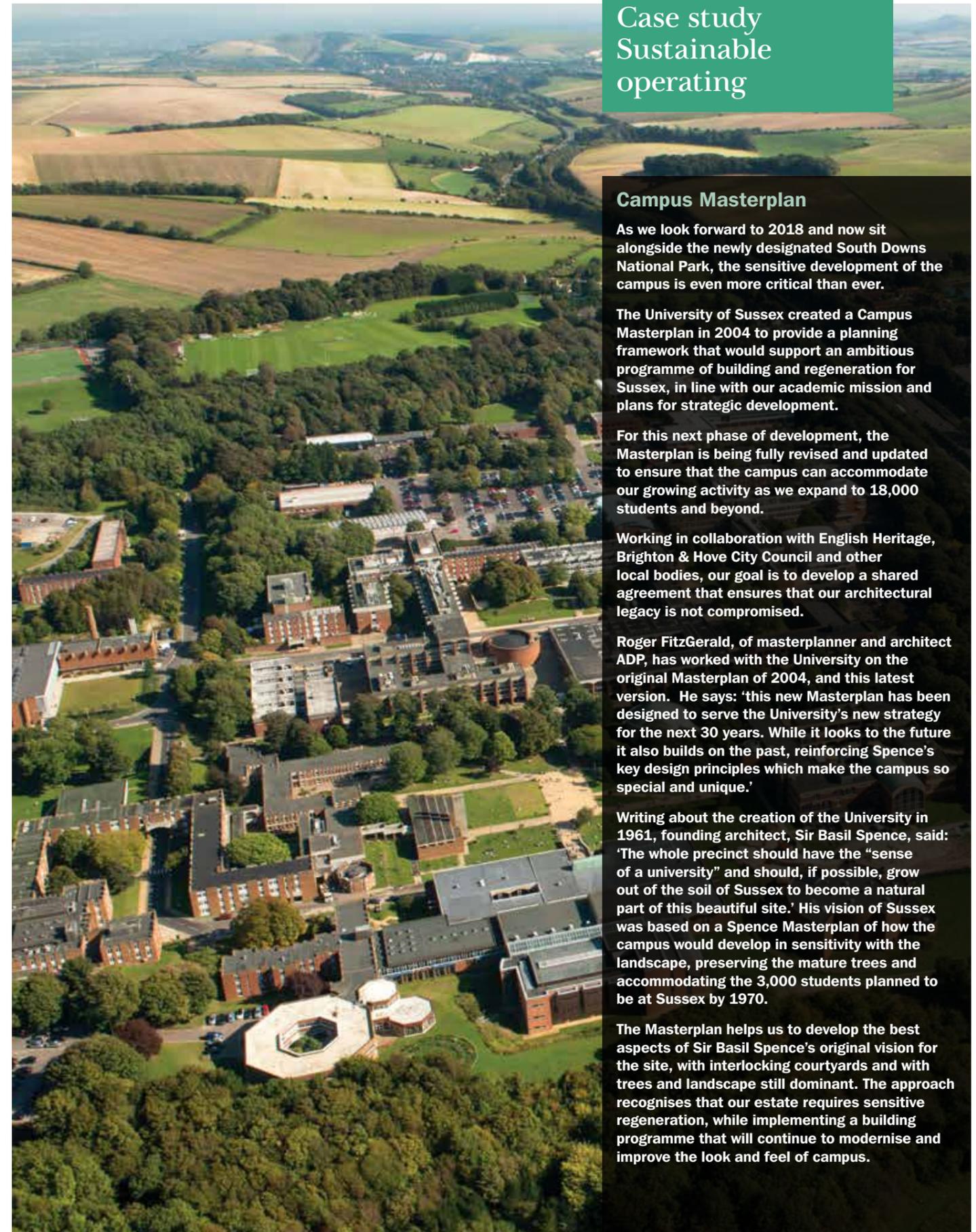
For this next phase of development, the Masterplan is being fully revised and updated to ensure that the campus can accommodate our growing activity as we expand to 18,000 students and beyond.

Working in collaboration with English Heritage, Brighton & Hove City Council and other local bodies, our goal is to develop a shared agreement that ensures that our architectural legacy is not compromised.

Roger FitzGerald, of masterplanner and architect ADP, has worked with the University on the original Masterplan of 2004, and this latest version. He says: 'this new Masterplan has been designed to serve the University's new strategy for the next 30 years. While it looks to the future it also builds on the past, reinforcing Spence's key design principles which make the campus so special and unique.'

Writing about the creation of the University in 1961, founding architect, Sir Basil Spence, said: 'The whole precinct should have the "sense of a university" and should, if possible, grow out of the soil of Sussex to become a natural part of this beautiful site.' His vision of Sussex was based on a Spence Masterplan of how the campus would develop in sensitivity with the landscape, preserving the mature trees and accommodating the 3,000 students planned to be at Sussex by 1970.

The Masterplan helps us to develop the best aspects of Sir Basil Spence's original vision for the site, with interlocking courtyards and with trees and landscape still dominant. The approach recognises that our estate requires sensitive regeneration, while implementing a building programme that will continue to modernise and improve the look and feel of campus.



An aerial view of the campus site, facing east.

Appendix

Our major goals

Research and knowledge exchange

Our purpose and key goals

Delivering internationally high quality research of lasting academic value and with impact that benefits and enriches society. We will do this by:

- Increasing the number of research-leading staff, developing a competitive, sustainable critical mass in research in targeted areas.
- Having at least 50 per cent of our units of assessment placed in the top 15 by 2018, with an overall place in the top 20 in the UK's national assessment of research quality.
- Doubling our research income to £54 million.
- Increasing the number of research students to achieve an average of two for each member of faculty.
- Creating three new large interdisciplinary research centres.

Teaching, learning and the student experience

Our purpose and key goals

Increasing the number of students getting an outstanding Sussex experience. We will do this by:

- Securing a top 10 position for overall satisfaction in the National Student Survey (NSS) and being in the top 25 for all NSS themes.
- Growing undergraduate student numbers by 50 per cent in targeted academic areas.
- Growing our postgraduate student numbers to ensure that the proportion of postgraduate students is at least 20 per cent.
- Ensuring all undergraduate students have the opportunity to broaden their studies by engaging with some combination of study abroad, placement, a minor pathway and volunteering.
- Being consistently in the top 20 of UK universities in both UK and world rankings.

Our Falmer campus

Our purpose and key goals

Creating a high-quality physical environment at Falmer to attract the best students and staff where they will be able to enjoy their study and work. Major projects include:

- Delivering our vision through the Campus Masterplan to increase capacity while continuing to enhance the environment in sympathy with the architectural heritage of the campus.
- Improving our academic facilities including a major renewal of the science estate.
- Increasing the residential accommodation to provide housing for 40 per cent of our students.
- Continuing to invest in library, IT and other academic support facilities to ensure excellent infrastructure and facilities for our students and staff.
- Developing our sport, leisure and social facilities for the campus community.

External engagement

Our purpose and key goals

Building more and stronger partnerships with external organisations, institutions and individuals locally, nationally and internationally. This will include:

- By 2018 Sussex will have around 10 strategic international partners.
- Increased engagement with alumni to strengthen their relationship with Sussex and support our activities.
- Strengthening engagement with the local community to demonstrate the value of the University.

Economic and social impact

Our purpose and key goals

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Sustainable operating

Our purpose and key goals

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Photo of the school in Bangladesh on page 12 courtesy of the School of Education and Social Work at Sussex. Photograph of The Keep, page 28, by Alison Field. Photograph on page 30 courtesy of Chinese University of Hong Kong. Portrait of Professor Gordon Harold on page 36 by Andrew Hasson. Portrait of Mark Kipling on page 38 courtesy of Chartwells.

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University of Sussex
Sussex House, Falmer
Brighton BN1 9RH
United Kingdom
T +44(0)1273 606755
E info@sussex.ac.uk
www.sussex.ac.uk