

Faculty

Current situation: **The Finance and Economics department are pressing to move to another School**

Faculty's advice to the Dean:



Faculty

Current situation: **The faculty is resisting even incremental change**

Faculty's advice to the Dean:



Faculty

Current situation: **Most of the faculty will accept incremental change**

Faculty's advice to the Dean:



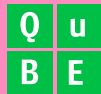
Faculty

Current situation: **Faculty will generally welcome constant incremental change**

Faculty's advice to the Dean:



Faculty



Current situation: **The faculty will accept some radical change**

Faculty's advice to the Dean:

Faculty

Current situation: **Most of the faculty are willing to consider radical change**

Faculty's advice to the Dean:



Finance



Current situation: **We need serious budget cuts including early retirements and possibly redundancies**

Finance's advice to the Dean:

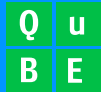
Finance



Current situation: **We need to freeze recruitment and reduce non-discretionary expenditure**

Finance's advice to the Dean:

Finance



Current situation: **The budget needs to be steady state; no cuts, no growth**

Finance's advice to the Dean:

Finance



Current situation: **Modest growth in capital and one-off revenue expenditure is possible for next year only**

Finance's advice to the Dean:

Finance



Current situation: **We can afford incremental growth in staffing for at least two years**

Finance's advice to the Dean:

Finance



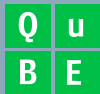
Current situation: **There is scope for significant capital expenditure for the next two years only**

Finance's advice to the Dean:

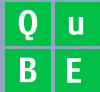
Marketing

Current situation: **A dissatisfied undergraduate alleges, in today's Times, that many students are working when they should be in lectures, and lecturers are more focused on their research than on teaching**

Marketing's advice to the Dean:



Marketing



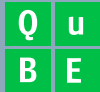
Current situation: **The Government has been very slow in processing student visas this year, and a cut in overseas student numbers looks inevitable**

Marketing's advice to the Dean:

Marketing

Current situation: **A regional competitor has started an innovative flexible MBA programme that threatens our successful part-time Executive MBA**

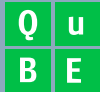
Marketing's advice to the Dean:



Marketing

Current situation: **The regional advertising campaign looks as if it will increase the number of students next year, including Widening Participation**

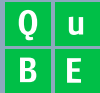
Marketing's advice to the Dean:



Marketing

Current situation: **The success of a recent alumna in winning Big Brother has dramatically increased the number of undergraduate applications**

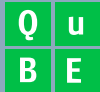
Marketing's advice to the Dean:



Marketing

Current situation: **An advertising campaign involving famous alumni has led to a significant increase in post-graduate and overseas applications**

Marketing's advice to the Dean:



Teaching & learning



Current situation: **Many students feel that the standard of teaching falls below that promised in the marketing brochures. Deputations are booked to see the Dean and Vice-Chancellor**

Teaching & learning's advice to the Dean:

Teaching & learning



Current situation: **There is student dissatisfaction with one MSc and one Undergraduate course this year**

Teaching & learning's advice to the Dean:

Teaching & learning

Current situation: **Two lecturers and two professors have won prizes for excellence in teaching and learning**

Teaching & learning's advice to the Dean:



Teaching & learning



Current situation: **External accreditors and industry advisory panels have rated teaching and learning overall as “good”**

Teaching & learning's advice to the Dean:

Teaching & learning



Current situation: **High-calibre students have been recruited this year, and alumni are actively promoting courses**

Teaching & learning's advice to the Dean:

Teaching & learning

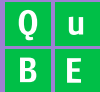
Current situation: **Restructuring the full time MBA from traditional subjects to “clusters of business themes” has been very well received by students and well publicised in the Financial Times**

Teaching & learning's advice to the Dean:



Dean's dilemma

Round 1



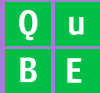
Quality level 2: **Improving & integrating quality system**

The dean's problem: **Two conflicting sets of figures for staff teaching ratings were presented at Dean's Committee. What must you do to engender a quality culture across the institution?**

The dean's decision:

Dean's dilemma

Round 2



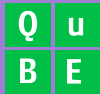
Quality level 3: **Ensure compliance with the quality process**

The dean's problem: **Undergrads and postgrads are petitioning you about over-theoretical and poorly-organised courses. How will you fix this quality problem?**

The dean's decision:

Dean's dilemma

Round 3



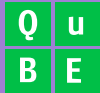
Quality level 3: **Ensure compliance with the quality process**

The dean's problem: **Research publication performance has plateaued. Will focusing on teaching & learning for two years improve your school's overall performance?**

The dean's decision:

Dean's dilemma

Round 4



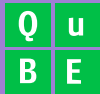
Quality level 4: **Embed quality in the institution's culture**

The dean's problem: **Your key highly-rated teachers are all due to retire within three years. What action should you take to protect teaching & learning quality?**

The dean's decision:

Dean's dilemma

Round 5



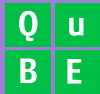
Quality level 4: **Embed quality in the institution's culture**

The dean's problem: **Your University Council demands that your school moves up 10 places in the next FT rankings. How will you achieve this?**

The dean's decision:

Dean's dilemma

Round 6



Quality level 5: **Your quality is now the benchmark**

The dean's problem: **You have lost a major client for Executive Education/research/consultancy to an in-house university with top-class facilities. How will you sustain your quality performance?**

The dean's decision:

Independent quality evaluation

Round 1



Quality level 2: Improving & integrating quality system

How will the decision affect the process at quality level 2?

Set a quality policy

Define roles and responsibilities

Understand stakeholders' needs

Develop appropriate teaching & learning deliverables

	1	2	3	4	5
	badly				well
Set a quality policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Define roles and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand stakeholders' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop appropriate teaching & learning deliverables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total score

Comment:

Independent quality evaluation

Round 2



Quality level 3: Ensure compliance with the quality process

How will the decision affect the process at quality level 3?

	1 badly	2	3	4	5 well
Develop a sustainable quality process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve teaching & learning deliverables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review & adopt lessons learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reward & support good practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total score

Comment:

Independent quality evaluation

Round 3



Quality level 3: Ensure compliance with the quality process

How will the decision affect the process at quality level 3?

	1 badly	2	3	4	5 well
Develop a sustainable quality process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve teaching & learning deliverables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review & adopt lessons learned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reward & support good practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total score

Comment:

Independent quality evaluation

Round 4



Quality level 4: Embed quality in the institution's culture

How will the decision affect the process at quality level 4?

	1	2	3	4	5
	badly				well
Benchmark against competitors then update quality policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively seek out new ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share good practice widely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Total score</i>					

Comment:

Independent quality evaluation

Round 5



Quality level 4: Embed quality in the institution's culture

How will the decision affect the process at quality level 4?

	1 badly	2	3	4	5 well
Benchmark against competitors then update quality policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively seek out new ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share good practice widely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage risk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Total score

Comment:

Independent quality evaluation

Round 6



Quality level 5: **Your quality is now the benchmark**

How will the decision affect the process at quality level 5?

	1 badly	2	3	4	5 well
Benchmark against the world's best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foster innovation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extend your quality system to affiliates and franchises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harvest benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Total score</i>					

Comment: